31st Annual Report
OF THE
Board of Education
City of Newark, N. J.

1887

THIRTY-FIRST

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

CITY OF NEWARK,

FOR THE YEAR

1887

COMPRISING

THE REPORT OF THE BOARD OF EDUCATION; THE REPORT OF THE CITY SUPERINTENDENT; REFERENCE AND STATISTICAL TABLES; THE RULES OF THE BOARD, AND REGULATIONS FOR THE SCHOOLS.

NEWARK, N. J.:
ADVERTISER PRINTING HOUSE.
1888.

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PART I.

Report of the Board of Education.

Board of Education.

1888.

James L. Hays, *President.*

George W. Case, *Secretary*, 38 Pennington street.

Elwood I. Shurts, *Ass't Secretary*, 179 Walnut street.

William N. Barringer, *City Superintendent*, 1142*a* Broad street.

Richard E. Hunt, *Sup't of Erection and Repairs*, 214 Fourth street.

Ward.	*Name.*	*Place of Business.*	*Place of Residence.*
1st	Edmund L. Joy,	152 and 154 Front street,	26 Halsey street.
	Fayette Smith,	14 Washington place.	14 Washington place.
2d	Arthur C. Dougherty,	4 West Park street,	14 Warren street.
	Karl Meyer,	117 William street,	117 William street.
3d	Samuel H. Baldwin,	800 Broad street,	608 High street.
	Henry Elcox,*	363 Mulberry street,	56 Spruce street.
4th	Merrick Martin,	16 Clinton street,	16 Clinton street.
	Edward Goeller,	17 Centre Market,	41 Park street.
5th	Louis A. Ziegler,	800 Broad street,	135 Jefferson street.
	James P. McKenna,	233 N. J. Railroad avenue,	107 Bruen street.
6th	Gustave J. Wolber,	75 Market street,	240 Bergen street.
	John Breunig,	270 Springfield avenue,	270 Springfield ave.
7th	Michael Breen,	37 Vesey street,	160 Warren street.
	Matthew H. Thornton,	72 River street,	23 Bruce street.
8th	Harrison Van Duyne,	760 Broad street,	350 Summer avenue.
	James A. Backus,	5 Jacob street, New York,	291 Broad street.
9th	William H. Dobbins,	940 Broad street,	940 Broad street.
	James F. Bless,	173 N. J. Railroad avenue,	1082 Broad street.
10th	Charles H. Robinson, Jr.,	150 South street,	150 South street.
	Elias P. Iliff,	95 Pacific street,	23 Pacific street.
11th	Gustav Eisele,	43 Hunterdon street,	43 Hunterdon street.
	Andrew W. Bray, Jr.,	740 Broad street,	55 Third street.
12th	Edward Maher,	86 Polk street,	40 Mott street.
	Henry C. Klemm,	240 Market street,	214 Ferry street.
13th	William J. Ley,	50 Charlton street,	50 Charlton street.
	William Graah,	46 Green street,	44 Broome street.
14th	John H. Hines,	951 Broad street,	19 South street.
	James L. Hays,	745 Broad street,	104 Clinton avenue.
15th	Frederick C. Blanchard,	20 Bruen street,	35 Newark street.
	John Kreitler,	260 Orange street,	269 Orange street.

* Resigned February 24th, 1888.

STANDING COMMITTEES.

1888.

FINANCE—Joy, Goeller, Hines, Baldwin, Maher, Van Duyne, Ziegler.

ACCOUNTS—Klemm, Breen, Ley.

SCHOOL HOUSES—Hines, Baldwin, Maher, Wolber, Robinson, Backus, Kreitler.

REPAIRS—Wolber, Klemm, Eisele, Martin, Iliff.

HEATING—Blanchard, Hines, Maher, Bless, Graah.

TEACHERS—Goeller, Elcox, Van Duyne, Smith, Bless, Blanchard, Robinson.

NORMAL AND TRAINING SCHOOL—Bless, Joy, Elcox, Dougherty, Thornton.

HIGH SCHOOL—Dobbins, Goeller, Bray, Breunig, Backus.

EVENING SCHOOLS—Ley, Smith, Blanchard, Meyer, McKenna.

COLORED SCHOOL—Martin, Breunig, Kreitler, Meyer, Thornton.

INDUSTRIAL SCHOOLS—Eisele, Dougherty, Dobbins.

TEXT BOOKS, COURSE OF STUDY AND EXAMINATIONS—Baldwin, Joy, Klemm, Ley, Bray, Dobbins, Ziegler.

FURNITURE AND SUPPLIES—Van Duyne, Elcox, Martin.

SANITARY REGULATIONS—Dougherty, Smith, Iliff.

RULES AND LEGISLATION—Breen, Wolber, Eisele, Graah, McKenna.

STATISTICAL RECORD

OF THE

Board of Education of City of Newark

For the Years 1887 and 1888.

NAMES OF MEMBERS, WITH THE YEARS IN WHICH THEY HAVE SERVED RESPECTIVELY.

HARRISON VAN DUYNE---1872 (5 mos.)-3 (8 mos.)-85-6-7-8
JAMES L. HAYS----------1876-7-8-9-80-1-2-3-4-5-6-7-8
EDMUND L. JOY----------1877-8-9-80-1-2-3-4-5-6-7-8
EDWARD GOELLER----------1878-9-80-1-2-3-4-5-6-7-8
SAMUEL H. BALDWIN----------1881-2-3-4-5-6-7-8
EDWIN PUTNAM----------1882-3-4-5-6-7
EDWARD MAHER----------1883-4-5-6-7-8
JOHN H. HINES----------1883-4-5-6-7-8
WILLIAM J. JOYCE----------1883-4-5-6-7
HENRY ELCOX----------1884-5-6-7-8 (2 mos.)
WILLIAM P. DALY----------1884-5-6-7
STACY B. RITTENHOUSE----------1884-5-6-7
TIMOTHY E. SCALES----------1884-5-6-7
HENRY C. KLEMM----------1884 (2¾ mos.)-5-6-7-8
GUSTAVE J. WOLBER----------1885-6-7-8
WILLIAM J. LEY----------1885-6-7-8
FREDERICK C. BLANCHARD----------1885-6-7-8

FAYETTE SMITH 1886-7-8
JAMES F. BLESS 1886-7-8
AARON K. BALDWIN 1886-7
GEORGE H. SMALLEY 1886-7
EDGAR B. WARD 1886-7
WILLIAM E. KUMMANN 1886-7
MERRICK MARTIN 1886 (10 mos.)-7-8
LOUIS A. ZIEGLER 1886 (7¼ mos.)-7-8
ARTHUR C. DOUGHERTY 1887-8
MICHAEL BREEN 1887-8
WILLIAM H. DOBBINS 1887-8
CHARLES H. ROBINSON, JR 1887-8
GUSTAV EISELE 1887-8
KARL MEYER 1888
JAMES P. MCKENNA 1888
JOHN BREUNIG 1888
MATTHEW H. THORNTON 1888
JAMES A. BACKUS 1888
ELIAS P. ILIFF 1888
ANDREW W. BRAY, JR. 1888
WILLIAM GRAAH 1888
JOHN KREITLER 1888

PRESIDENTS OF THE BOARD.

STEPHEN CONGAR 1851-2-3-4
SAMUEL H. PENNINGTON 1855-6-7-8-9-60-1-2
THOMAS W. DAWSON 1863-4-5
WILLIAM K. MCDONALD 1866
FREDERICK W. RICORD 1867-8-9
EDWIN H. DAWSON 1870
WILLIAM A. WHITEHEAD 1871
L. SPENCER GOBLE 1872-3
SAMUEL A. FARRAND 1874

ARAM G. SAYRE.....1875
EDWARD L. DOBBINS.....1876-7-8-9-80 (9 mos.)
GEORGE B. SWAIN.....1880 (3 mos.)-1-2-3
EDWARD GOELLER.....1884
EDMUND L. JOY.....1885-6-7
JAMES L. HAYS.....1888

SECRETARIES OF THE BOARD.

JOHN WHITEHEAD.....1851-2-3
FREDERICK W. RICORD.....1854-5-6-7-8-9-60
GEO. B. SEARS, 1860-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)
C. ALBERT STONELAKE..1877 (4 mos.)-8-9-80-1-2-3 (8½ mos.)
GEORGE W. CASE.....1883 (3½ mos.)-4-5-6-7-8

CITY SUPERINTENDENTS OF PUBLIC SCHOOLS

STEPHEN CONGAR.....1853-4-5-6-7-8-9
G. B. SEARS, 1859-60-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)
WILLIAM N. BARRINGER..1877 (4 mos.)-8-9-80-1-2-3-4-5-6-7-8

REPORT

OF THE

BOARD OF EDUCATION

TO THE COMMON COUNCIL.

NEWARK, N. J., February 24, 1888.

To the Honorable the Common Council of the City of Newark:

GENTLEMEN—In accordance with the requirements of the City Charter and its supplements, the Board of Education respectfully presents the following report for the year 1887:

CURRENT EXPENSES.

RECEIPTS.

STATE.

State appropriation	$12,581 61	
State tax	214,216 90	
		$226,798 51

MUNICIPAL.

Balance from 1886	$12,575 58	
Tax ordinance, 1887	114,000 00	
Interest on bequest	240 00	
		126,815 58
Total		$353,614 09

EXPENDITURES.

STATE.

Teachers' salaries	$226,798 51	

MUNICIPAL.

Salaries, repairs, books, furniture, fuel, etc.	117,712 38	
		344,510 89
Balance		$9,103 20

EXPENDITURES—IN DETAIL.

STATE.

	Appropriations	*Expenditures.*	*Balances.*
Teachers' Salaries—Day Schools	$226,798 51	$226,798 51	

MUNICIPAL.

	Appropriations	*Expenditures.*	*Balances.*
Teachers' Salaries—Day Schools	$22,263 20	$19,664 58	$2,598 62
Teachers' Salaries—Evening Schools	11,000 00	10,512 29	487 71
Officers' Salaries	8,280 00	8,278 00	2 00
Janitors' Salaries	20,500 00	20,190 57	309 43
Incidentals	1,058 29	924 91	133 38
Repairs	15,740 00	15,564 77	175 23
Text Books, Stationery and Printing	15,500 00	14,826 08	673 92
Furniture and Supplies	5,500 00	5,181 07	318 93
Heating Apparatus	4,500 00	2,388 70	2,111 30
Fuel	10,000 00	7,959 78	2,040 22
Rents	2,600 00	2,481 67	118 33
Gas	1,622 60	1,622 60	
Insurance	1,225 00	1,220 80	4 20
Water	800 00	725 70	74 30
School Census	2,354 90	2,354 90	
Industrial Schools	3,871 59	3,815 96	55 63
Total	$126,815 58	$117,712 38	$9,103 20

SCHOOL HOUSES AND SITES.

RECEIPTS.

Balance from 1886	$22,063 69	
Appropriation by Common Council	10,000 00	
School Bonds	40,000 00	
Sewer privileges	140 75	
		$72,204 44

APPROPRIATIONS.

Monmouth Street House	$22,211 87	
Hawkins Street House	19,456 32	
Thirteenth Avenue House	20,500 00	
Miller Street House	8,536 25	
South Street House	1,500 00	
		$72,204 44

APPROPRIATIONS AND EXPENDITURES.

MONMOUTH STREET SCHOOL HOUSE (COMPLETION).

Balance from 1886	$22,063 69	
Appropriation, 1887	148 18	
		$22,211 87
Expended for mason work	$2,650 00	
extra mason work	226 58	
carpenter work	8,637 00	
extra carpenter work	55 48	

Expended for painting work	$939 00	
extra painting work	39 36	
heating apparatus	3,044 00	
plumbing and gas fitting	255 00	
extra plumbing	43 20	
wood fences	375 00	
iron fence	425 00	
water closets	1,572 00	
architect's fees	471 90	
furniture	1,170 72	
flagging	1,532 71	
sodding and grading	125 74	
water service and metre	64 00	
slate black boards	243 21	
frames for boards	207 84	
miscellaneous	134 13	
		22,211 87

HAWKINS STREET SCHOOL HOUSE.

Appropriation, 1887		19,456 32
Expended for mason work	$7,200 00	
carpenter work	1,816 00	
architect's fees	327 43	
		9,343 43
Balance		$10,112 89

THIRTEENTH AVENUE SCHOOL HOUSE.

Appropriation, 1887		$20,500 00
Expended for mason work	$8,000 00	
carpenter work	2,400 00	
architect's fees	347 02	
		10,747 02
Balance		$9,752 98

MILLER STREET SCHOOL HOUSE (ADDITION).

Appropriation, 1887		$8,536 25
Expended for mason work	$4,470 00	
carpenter work	1,600 00	
stone work	716 00	
architect's fees	144 46	
		6,930 46
Balance		$1,605 79

SOUTH STREET SCHOOL HOUSE (ADDITIONAL GROUND).

Appropriation, 1887	$1,500 00
Balance	$1,500 00

BALANCES TO 1888.

Hawkins Street School House	$10,112 89	
Thirteenth Avenue School House	9,752 98	
Miller Street School House	1,605 79	
South Street School House	1,500 00	
		$22,971 66

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR 1887.

SCHOOLS.	Salaries of Teachers.	Salaries of Janitors.	School Books, Stationery and Printing.	Heating Apparatus.	Fuel.	Repairs.	Furniture and Supplies.	Miscellaneous.	Total.
Normal	$1,347 57	$69 96	$144 75	------	$34 92	------	$7 73	$6 47	$1,611 40
High	21,139 46	780 00	1,289 01	$15 36	265 63	$339 73	296 11	75 64	24,200 94
Burnet Street Grammar	5,995 54	388 56	389 54	16 92	123 55	516 41	196 13	57 41	7,684 06
Burnet Street Primary	4,059 44	291 44	111 24	12 67	92 65	387 31	147 11	40 71	5,142 57
Eagles Street Primary	249 08	24 00	5 96	15 59	9 28	11 22	19 56	40 00	374 69
State Street Primary	6,243 50	560 00	172 34	14 82	177 75	279 71	68 46	30 19	7,546 77
James Street Industrial	1,778 32	240 00	53 67	------	117 20	------	5 65	201 20	2,396 04
Market Street Primary	5,532 28	490 04	193 39	25 83	244 51	464 81	144 74	68 90	7,164 50
Washington Street Grammar	6,677 64	408 00	555 52	23 49	171 26	525 03	199 04	163 97	8,723 95
Washington Street Primary	3,510 66	272 00	210 49	15 66	114 17	350 05	126 05	109 32	4,708 40
Marshall Street Primary	2,709 29	360 00	134 15	38 78	88 03	43 57	18 98	386 43	3,779 23
Lawrence Street Grammar	5,151 55	384 96	318 79	42 59	123 11	358 20	96 26	32 68	6,508 14
Lawrence Street Primary	3,387 41	275 04	138 60	30 41	87 94	255 84	68 76	23 33	4,266 73
Commerce Street Primary	2,670 21	360 00	63 34	74 33	154 75	353 74	83 09	27 50	4,086 96
Colored	2,573 71	260 00	167 45	15 75	74 87	381 87	112 47	10 80	3,596 92
Lafayette Street Grammar	3,843 31	233 28	300 42	35 10	87 78	238 23	131 88	17 50	4,887 50
Lafayette Street Primary	6,671 29	466 72	266 50	70 30	175 57	476 48	263 80	35 02	8,365 68
Newton Street Grammar	5,781 82	311 04	335 39	37 58	190 67	343 54	90 24	33 69	7,123 97
Newton Street Primary	5,920 33	388 96	156 14	46 97	238 56	429 43	112 82	42 12	7,335 33
Camden Street Primary	6,651 80	620 00	341 39	9 18	334 53	627 92	35 53	46 60	8,666 95
South Tenth Street Primary	5,485 07	520 00	183 75	97 73	219 22	107 59	204 40	72 46	6,890 22
Holland Street Primary	410 00	72 00	27 03	19 55	16 33	49 59	47 17	120 60	762 27
Wickliffe Street Primary	3,813 77	440 00	120 81	28 12	50 21	354 66	147 07	26 10	4,980 74
Summer Avenue Grammar	6,204 36	440 04	496 50	32 30	272 46	44 46	61 67	72 87	7,624 66
Summer Avenue Primary	2,493 63	219 96	116 03	16 16	136 22	22 22	30 85	36 43	2,981 50
Summer Avenue (Annex) Primary	1,411 98	240 00	20 71	2 50	89 87	------	11 74	369 30	2,086 10
Webster Street Intermediate	3,691 54	206 60	147 11	7 64	61 33	145 62	30 84	12 51	3,703 19
Webster Street Primary	5,355 55	413 40	212 72	15 28	122 67	291 25	61 68	25 02	6,497 57
Bloomfield Avenue Primary	541 13	78 00	53 84	65 80	15 84	19 56	57 51	130 00	961 68
Elliot Street Primary	2,331 79	440 00	160 29	15 45	112 05	385 41	63 47	33 08	3,541 54
Chestnut Street Grammar	7,748 38	424 96	666 84	12 87	145 69	201 32	76 12	60 66	9,336 84

Chestnut Street Primary	$3,436 36	$255 04	$158 73	$7 72	$ 87 41	$120 81	$43 67	$36 38	$4,146 12
Oliver Street Grammar	7,023 58	408 00	557 01	142 96	161 82	507 02	91 62	43 83	8,935 24
Oliver Street Primary	3,507 54	272 00	129 78	95 31	107 88	338 00	60 36	29 32	4,540 19
South Street Primary	5,396 80	560 00	281 23	8 08	368 05	376 57	24 33	59 04	7,074 10
Walnut Street Primary	5,199 45	520 00	182 10	608 05	75 75	373 53	65 36	24 91	7,049 15
Houston Street Primary	1,204 78	240 00	26 58	10 50	62 10	20 71	6 50	66 60	1,637 77
South Eighth Street Grammar	5,864 04	388 48	278 87	45 85	216 85	234 37	154 64	32 15	7,215 25
South Eighth Street Primary	4,207 39	291 52	149 42	34 38	162 65	175 78	116 01	24 11	5,161 26
Roseville Avenue Primary	3,892 39	440 00	141 43	13 99	218 37	200 30	15 80	36 21	4,958 49
North Seventh Street Primary	1,958 32	420 00	90 62	21 95	67 30	420 77	83 39	18 60	3,080 35
South Market Street Grammar	4,603 05	330 00	292 23	14 69	153 33	537 72	92 22	36 00	6,059 24
South Market Street Primary	3,775 85	330 00	216 28	14 69	153 32	537 72	92 23	36 01	5,156 10
South Market Street (Annex) Primary	565 26	180 00	21 71	3 20	17 27	2 92	6 02	180 50	976 88
Bowery Street Primary	1,019 59	180 00	24 75	8 72	40 15	5 24	3 96	240 60	1,523 01
Hamburg Place Intermediate	1,569 42	97 08	154 50	6 81	36 89	60 52	4 60	10 73	1,940 55
Hamburg Place Primary	7,178 29	582 92	250 86	40 95	221 36	363 21	27 59	64 40	8,729 58
Clover Street Industrial	1,237 94	------	55 78	2 15	51 20	------	7 42	201 80	1,556 29
Morton Street Grammar	5,905 36	311 56	559 26	24 94	140 14	343 63	96 55	28 35	7,409 79
Morton Street Primary	7,002 18	428 44	411 51	34 29	192 69	472 50	132 73	38 98	8,713 32
Baldwin Street Primary	576 00	72 00	5 48	1 25	31 50	69	1 56	80 00	768 48
Eighteenth Avenue Intermediate	2,238 56	123 48	211 50	15 10	53 60	184 24	13 17	11 48	2,851 13
Eighteenth Avenue Primary	9,022 27	576 52	382 76	70 43	250 10	859 78	61 47	53 53	11,276 86
Eighteenth Avenue (Annex) Primary	444 24	60 00	2 01	3 50	------	16 98	------	100 00	626 73
Monmouth Street Primary	3,122 65	476 94	554 48	30 35	405 20	154 19	449 31	59 61	5,252 73
Miller Street Primary	5,290 66	560 00	375 37	25 23	210 55	488 15	91 30	51 23	7,092 49
Central Avenue Grammar	5,103 45	340 00	267 24	21 75	153 60	187 87	92 27	37 80	6,203 38
Central Avenue Primary	4,163 25	340 00	166 73	21 74	153 00	187 88	92 25	37 80	5,162 65
Lock Street Primary	2,706 84	364 00	68 50	13 33	166 50	154 11	91 89	25 63	3,590 80
Lafayette Street Evening	1,525 40	58 88	81 96	------	------	------	------	298 73	1,964 97
Newton Street Evening	1,430 00	54 00	57 05	------	------	------	3 90	208 95	1,753 90
Webster Street Evening	1,351 00	50 50	85 62	------	------	------	------	209 65	1,696 77
South Market Street Evening	1,710 32	66 06	86 02	------	------	------	------	171 85	2,034 19
Morton Street Evening	2,098 05	83 25	98 27	------	------	------	------	356 48	2,636 05
Central Avenue Evening	1,534 52	60 00	90 16	------	------	------	1 00	164 15	1,849 83
Evening Drawing	863 00	39 00	86 83	9 10	7 78	17 03	------	542 85	1,565 59
Newton Street Summer	288 11	18 00	15 04	---- -	------	------	------	------	321 15
Webster Street Summer	190 96	12 00	59 54	------	------	------	---- -	------	262 59
South Street Summer	148 10	9 00	59 69	------	------	------	------	------	216 70
Hamburg Place Summer	230 94	15 00	15 36	------	------	------	------	------	261 30
Morton Street Summer	275 26	18 00	34 33	------	------	------	1 42	------	329 01

All of which is respectfully submitted,

GEORGE W. CASE, *Secretary.* JAMES L. HAYS, *President.*

PART II.

Report of the City Superintendent

REPORT.

To the Honorable the Board of Education of the City of Newark:

GENTLEMEN—I herewith submit to your honorable body the thirty-first annual report of the City Superintendent of Public Schools.

The growth and general prosperity of the schools are shown by the following statistics:

SCHOOL ENUMERATION.

1887	47,098
1886	45,818
Increase	1,280

Ward.	1887.	1886.	Increase.	Decrease.
First	2,090	2,055	35	----
Second	2,068	1,886	182	----
Third	1,629	1,619	10	----
Fourth	1,919	2,463	----	544
Fifth	1,627	1,507	120	----
Sixth	7,042	6,563	479	----
Seventh	2,670	2,657	13	----
Eighth	4,496	4,024	472	----
Ninth	1,442	1,383	59	----
Tenth	3,649	3,975	----	326

Ward.	1887.	1886.	Increase.	Decrease.
Eleventh	2,420	2,363	57	----
Twelfth	5,342	5,290	52	----
Thirteenth	7,606	7,015	591	----
Fourteenth	1,056	994	62	----
Fifteenth	2,042	2,024	18	----
Total	47,098	45,818	2,150	870
Net increase			1,280	

The foregoing table shows at a glance the distribution of the school population among the different wards, with the increase and decrease in each and the net increase for the city. An increase took place in all the wards but two, Fourth and Tenth. The smallest increase was 10; the largest 591. The net increase was 1,280, a sufficient number to fill twenty class rooms. With this table we can easily locate and trace the growing population of the city; this, of course, indicates the future needs as to school accommodations.

The following table shows the number of school buildings owned and rented, where located, and the aggregate number of class rooms:

The number of school buildings in use during the year closing June, 1887, was 40, containing the following schools and departments:

Normal School	1
Training "	1
High "	1
Grammar Schools	15
Primary "	35
Industrial "	2
Colored School	1
Total	56

In addition to these there were 7 Evening Schools in operation; 6 for 5 months and 1 for 6 months, viz., the Evening Drawing School, held in Upper Library Hall.

The amount of visitation and inspection given to these schools by the members of the Board is indicated in the following table:

Normal School	17	visits.
Training "	9	"
High "	53	"
Grammar Schools	264	"
Primary "	516	"
Industrial "	8	"
Colored "	6	"
Evening "	80	"
Total	953	"

During the same time the Superintendent made visits as follows:

Normal School	55	visits.
Training "	49	"
High "	60	"
Grammar Schools	274	"
Primary "	412	"
Industrial "	5	"
Colored "	8	"
Evening "	32	"
Total	895	"

These visits of the Superintendent were for inspection and examination. Inspection as to the general condition and care of the premises; examination as regards the work of instruction.

SCHOOL ACCOMMODATIONS.

The Board now owns 33 buildings, distributed as follows:

1st	Ward	2,	containing	25	class rooms.
2d	"	2,	"	27	"
3d	"	1,	"	15	"
4th	"	3,	"	22	"
5th	"	1,	"	15	"
6th	"	3,	"	39	"
7th	"	1,	"	6	"
8th	"	3,	"	28	"
9th	"	1,	"	16	"
10th	"	4,	"	35	"
11th	"	3,	"	25	"
12th	"	2,	"	26	"
13th	"	3,	"	52	"
14th	"	2,	"	11	"
15th	"	2,	"	18	"
	Total	33,	"	360	"

In addition to the foregoing, the Board rents 9 buildings, located as follows:

1st	Ward	2,	containing	4	class rooms.
3d	"	1,	"	4	"
6th	"	1,	"	2	"
8th	"	2,	"	4	"
12th	"	3,	"	5	"
	Total	9,	"	19	"

This gives 42 buildings, with total number of 379 rooms, with a seating capacity of about 20,000.

The improvements in all directions to these buildings proved beneficial to the schools.

Notwithstanding the alterations in the High School building, adding two handsome class rooms, the house is very much overcrowded, there being nearly fifty pupils without regular seats.

I think the time is not far in the future when we must have another High School building. The present building will furnish ample and excellent accommodations for the Boys' High School and the Commercial Department; also good facilities for a Manual Training Department, if desired. Build a new house for the girls, thus affording ample room for this grade of work for years to come. The Board should, very soon, take steps looking in that direction.

The Burnet Street house was very much crowded during the entire year. At the opening of the school in September last, an additional room was rented on Eagles street, adjacent to the Burnet street premises, whereby nearly sixty pupils were accommodated. This has greatly relieved the Primary Department. Another room adjoining this can, I presume, be secured. I am confident it will be needed at the beginning of the school in September next. The other school buildings in the First Ward are in good repair. Perhaps I should speak of the efforts to improve the light in some of the rooms in the State Street house. The wall of the adjoining building was painted white, several of the blackboards taken out, and a large and useless tree in front of the building removed. This very decidedly helped the light.

As stated last year, the Market Street house, containing the Normal and Training Schools, is insufficient to properly accommodate these important schools. I

have earnestly urged the needs of these institutions in previous reports and need not repeat them here. The Second Ward is greatly in need of enlarged school accommodations.

The Washington Street house is in its usual good condition, excepting three or four poorly lighted and ventilated rooms.

The class room in the basement of the Marshall Street house has been abandoned for class purposes, and the pupils, as far as could be, crowded into the other rooms. I cannot omit to urge the necessity for better rooms for this school.

The school buildings in the Lawrence Street district are in excellent repair and serve the classes well.

The rooms for the Colored School were very much improved, being painted, grained and varnished and otherwise put in first-class order. The school, however, is in need of larger accommodations, as it is not possible to arrange all the classes so that they can be instructed to the best advantage.

The Lafayette Street house is in general good condition and affords sufficient room for that locality. The new buildings in the vicinity have decreased the attendance in some of the classes. I would repeat the suggestion made last year, that some adjustment of the boundary lines be made between the Fifth and Twelfth Wards.

The schools in the Sixth Ward are in a very crowded condition. The new house now being erected on Thirteenth Avenue will afford some relief. This building now contains eight rooms, but can be enlarged to twelve or sixteen rooms when needed. We expect to

occupy some of the rooms in this new house at the opening of the April term, or at the farthest, the September term.

The South Tenth Street house should be enlarged as contemplated, as the school room in this section is entirely exhausted.

I wish to say just here that in my judgment it is not wise on the part of the Board of Education to erect small school buildings, especially in these rapidly growing sections of the city. Large school sites should be secured before the locality is too densely populated and such plans adopted that the buildings can be enlarged from time to time as the increase in population demands.

I would repeat the recommendation made last year, that the Wickliffe Street house be enlarged on the plan of the State Street house. This school is well attended and successful in all its work. The lot is of good size and will be ample for at least a ten room house.

The schools in the Eighth Ward are taxed to the utmost. A two room building on Bloomfield avenue was rented, fitted up and immediately filled with primary pupils.

I called attention last year to two unfinished rooms in the Summer Avenue house on the third floor that can be finished and occupied by grammar classes. The grammar classes in this school are entirely too large for good instruction and the strength of the teacher. I repeat the recommendation then made.

The fund, known as the Franklin Fund, has been voted by the Board to erect a primary school house in this ward, to be called the Franklin School. A site has been selected on Fifth avenue, and, without doubt,

during the coming year another building will be added to those now in use in this ward.

The Elliot Street district is very much in need of more school room. The present site is a good one and the plan of the building is such that it can very easily be enlarged to a twelve room house, which in a short time will be required, as the growth in the population of this locality is rapid. Pending such enlargement temporary accommodations at very little cost can be provided by fitting up two rooms now used for a court. If desired, court room can be provided outside the building, in the same way as for Walnut Street School. This will provide for one hundred and twenty more children.

The Chestnut Street house seems to serve the wants of the Ninth Ward. The house is in good repair. It is one of the best and most economically warmed houses under the care of the Board.

The organization of a fourth grade grammar class in Miller Street School, greatly relieved Chestnut Street School.

The Tenth Ward is in no way suffering for want of school room. All the children applying are well accommodated.

I would repeat the suggestion made in the report for 1886, that such adjustment of the district lines of the Eleventh Ward be made, that vacant rooms in North Seventh Street School may be used. This would relieve the other schools of the ward. This section is rapidly growing in population and more school room will soon be called for.

All the rooms in the Twelfth Ward at the command

of the Board are used to the fullest extent. A new house is now going up on Hawkins street, in this ward. This building contains eight rooms but can be enlarged the same as the house in the Sixth Ward, to twelve or sixteen rooms when needed. We expect to occupy some of these rooms by April, or September at the farthest.

The Thirteenth Ward is fairly well supplied now with school facilities. The Morton Street and Eighteenth Avenue School buildings are in general good repair, and are fully occupied with classes.

The water closets in the Morton Street house are sadly in need of attention. They are in the basement of the rear portion of the building, and are giving cause for serious complaint. It is the policy of the Board to remove such closets from the school buildings. As a sanitary measure, I would recommend that these, during the summer vacation, be placed in the yard.

The new house on Monmouth street, in course of construction during the past year, has been completed, and ten of the sixteen rooms furnished. These ten rooms were occupied with full classes during May and June. This building is, in some respects, the finest school structure in the city. Its plan is excellent, being in part similar to the Summer Avenue house. Its appointments are complete. The class rooms are commodious, well lighted, ventilated and warmed. The large central hall affords excellent opportunity to receive the school or the public on public occasions, and also makes it easy to ventilate the class rooms. The system of ventilating devised and applied by Architect James H.

Lindsley, of Newark, is simple, efficient, and always in order. I know of no school building at present more complete or better adapted to school work than this.

On the opening of this school the annex classes in this ward were transferred to it. November 3, the eleventh class was organized, leaving but five rooms unoccupied. The fear expressed by some that this house was larger than was necessary seems not to have been well grounded.

Finally the Miller Street building is being completed. Six class rooms, with halls, dressing rooms and courts are being added. When completed it will contain fourteen rooms, and in all respects will be a first-class house, and will, without doubt, meet the wants of this section for years to come.

The buildings in the Central Avenue district are in good condition and are kept so.

The Industrial School building on Clover street, in the Twelfth Ward, is small and not well suited to school purposes, the rooms being small, inconvenient and in every way unattractive.

COMPULSORY SCHOOL LAW.

The question is frequently asked, can all the children be accommodated in the present school buildings? If by this is meant can all the children between the ages of five and eighteen be seated, I say no. The census number is 47,098, while the present seating capacity is about 20,000. It is a fact throughout the country, especially in the cities, as shown by the records and statistics, that a large proportion of these enumerated children, fourteen and above, are not in school, but,

in most cases, are legitimately employed, and for whom it is not necessary to furnish room.

It is a fact, however, that there is a considerable number between five and fourteen who are in the streets instead of school. This fact may be verified during any school hour of the day by any one who will take the trouble to count the children between the ages named playing or idling in the streets. I have frequently seen from twenty to thirty within two or three blocks in a single street. These are the children that should be in school, and if the Compulsory School Law had any value, and was properly enforced, they would be. I am surprised that any community will for a moment tolerate this state of things. This is the age when the habits of the child are formed, and the good of the community demands that they shall be of the right kind.

But the cry is that if all who ought were compelled to attend there would not be sufficient school room to receive them. I suppose this cry influenced our legislators when they enacted the Compulsory School Law to provide, very carefully, that the law should be inoperative in all places where there is insufficient school room. Of course this provision renders the law useless in the very localities most needing it. The law should be enforced, especially in all our cities, and the school authorities would very soon feel the necessity of providing the required room.

As is shown by the tables of statistics on page 22, we have seating capacity for all who apply. But it is not always possible to so distribute these seats that all sections or districts are equally well accommodated.

It often happens, unavoidably, that there are vacant rooms in some localities, while in others all the rooms may be overcrowded; the distance being so great that the unoccupied seats cannot be utilized. This, however, is temporary, the vigilance and promptness of the Board soon correcting it. When the new buildings and additions now under way are completed this difficulty will be removed.

The matter of truancy and a truant officer is very properly exciting the attention of the Board and the city authorities. One of the great evils of school work is truancy and irregular attendance. All legitimate measures should be used to remove them.

So far as reports to me show, actual truancy in the day schools is not very prevalent. It is closely watched and thoroughly treated by the principals and teachers. Yet there are, undoubtedly, some cases that escape our vigilance. These could be reached and taken care of by a truant officer. The very fact, when known to the schools that such an officer is on duty, would act as a deterrent in many cases.

There is, without doubt, considerable truancy in the evening schools. It is far more difficult to detect and correct the evil here than in the day schools. The teachers cannot visit the homes of the evening school pupils as they can those of the day schools. There are many hindrances in the way of notifying the parents, and often when that is done it is of little use.

There can be no doubt but that a truant officer could and would be of great service to the schools and the community in looking after, in connection with the teachers, the non-attendance of pupils. I trust the

Board will make the necessary effort to have such an officer appointed. No efforts should be spared to lessen the attendance upon the street school.

ATTENDANCE.

Day Schools	22,585
Evening Schools	2,969
Total	25,554

The following table shows the enrollment, attendance, etc., in the different schools from September, 1886, to September, 1887:

	Enrollment.	Average Enrollment.	Average Attendance.	Per Cent. of Attendance.
Normal School	55	53	49	92.4
High School	734	654	595	90.9
Grammar Schools	5,267	4,517	4,156	92
Primary Schools	15,840	11,950	10,525	88
Industrial Schools	434	255	199	78
Colored School	255	179	148	82.6
Total	22,585	17,608	15,672	87.3

The following table shows the increase or decrease in different schools for the year 1887 over the year 1886:

	Enrollment.		Ave. Enrollment.		Ave. Attendance.	
	Increase.	Decrease.	Increase.	Decrease.	Increase.	Decrease.
Normal School	14	--	15	--	15	--
High School	9	--	30	--	21	--
Grammar Schools	--	146	--	82	--	44
Primary Schools	407	--	555	--	452	--
Industrial Schools	--	23	--	16	--	21
Colored School	--	5	--	1	2	--
Total	430	174	600	99	490	65
Net increase	256		501		425	

Of the 22,585 enrolled for the year,

966	were	between	5	and	6	years	of	age.
2,497	"	"	6	"	7	"	"	
2,852	"	"	7	"	8	"	"	
2,763	"	"	8	"	9	"	"	
2,669	"	"	9	"	10	"	"	
2,758	"	"	10	"	11	"	"	
2,466	"	"	11	"	12	"	"	
2,231	"	"	12	"	13	"	"	
1,569	"	"	13	"	14	"	"	
947	"	"	14	"	15	"	"	
432	"	"	15	"	16	"	"	
213	"	"	16	"	17	"	"	
153	"	"	17	"	18	"	"	
69	were	over			18	"	"	
22,585								

In the foregoing table and the statistical tables of preceding years it is shown that the school attendance begins to fall off at from 8 to 9 years of age. This is a fact well attested in all our large and growing cities. It is, nevertheless, a fact to be deplored. The cause should be ascertained and, if possible, removed. I suspect the true reason is the employment of young children in factories and shops. There is great need that the Child Labor Law should be rigidly enforced.

Of the 22,585 enrolled for the year, 20,771 were between 5 and 14, and 1,745 were between 14 and 18, and but 69 over 18.

For the masses school training is through with at 14.

The question is persistently pressed, where are the children enumerated as of school age? Are they in school?

Of the 47,098 of school age reported for 1887, 22,585 attended the day schools, and 2,650 the evening schools. This gives a total of 25,235 who attended some part of the year the schools of the city. This leaves 21,863 not in the public schools. There are, as near as can be estimated, attending the various private schools of the city about 10,000, or perhaps 10,500. This leaves 11,363 not in school. Of this number about 7,864 are 12 and upwards, and perhaps are employed, and some 1,200 are between 5 and 6, and are probably at home under good care. We still have over 3,000 not in school who, without doubt, should be there.

The following shows in convenient form the variation in attendance of the pupils of the respective ages for 1886 and 1887:

1886.	1887.							Increase.	Decrease.
856	966	were between	5	and	6	years	of age	110	--
2,553	2,497	" "	6	"	7	"	"	--	56
2,728	2,852	" "	7	"	8	"	"	124	--
2,767	2,763	" "	8	"	9	"	"	--	4
2,708	2,669	" "	9	"	10	"	"	--	39
2,529	2,758	" "	10	"	11	"	"	229	--
2,397	2,466	" "	11	"	12	"	"	69	--
2,242	2,231	" "	12	"	13	"	"	--	11
1,603	1,569	" "	13	"	14	"	"	--	34
961	947	" "	14	"	15	"	"	--	14
548	432	" "	15	"	16	"	"	--	116
247	213	" "	16	"	17	"	"	--	34
117	153	" "	17	"	18	"	"	36	--
73	69	" over			18	"	"	--	4
22,329	22,585							568	312
	Net increase								256

TEACHERS.

The number of day school teachers in the employ of the Board, their classification and distribution, and the

increase for the year, are shown in the following table:

	Male.	Female.	Total.
Normal School	--	1	1
High School	7	11	18
Grammar Schools	15	104	119
Primary Schools	6	233	239
Industrial School	--	5	5
Colored School	1	3	4
Drawing Teachers	--	2	2
Music Teacher	1	--	1
Total	30	359	389
June, 1886	29	352	381
Increase	1	7	8

PRIMARY SCHOOLS.

Number of distinct primary schools	23
Number of classes in same	120
Decrease from last year	5
Number of primary departments in grammar school buildings	16
Number of classes in same	118
Increase over last year	12
Total number of primary classes	238
Total increase of primary for the year	7

These classes contained in the enrollment 16,469; in the average enrollment, 12,338; average per teacher on the enrollment, 69.1; average per teacher on the average enrollment, 51.8.

This table indicates a substantial condition for these schools. The work, in the main, is well done, and in many schools and classes superior work is done. As has before been stated, a large number of pupils finish

their school work in the primary school. This fact is sufficient to enforce the importance of wise management, good instruction, and a selected and well adapted course of instruction.

The examinations in all the work of these classes were conducted in accordance with the requirements of the Board with satisfactory results.

GRAMMAR SCHOOLS.

The number of schools doing grammar school work was 18.

The number containing the four years' work or the four full grades was 13. The number doing the two years' work or the third and fourth grades was 4. The number doing the fourth grade work was 1. At the opening of the schools in September last fourth grade grammar classes were organized in Miller Street and South Street Primary Schools. This became necessary to relieve other grammar schools, and to better accommodate the patrons. The wisdom and convenience of this arrangement are fully recognized.

The following tabulated statement gives the names of the schools doing grammar school work, number of classes in each and the average enrollment, the average attendance, and the number of pupils per class for the year:

	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils Per Class.
Burnet Street	8	368	344	46
Washington Street	9	394	358	44
Lawrence Street	7	287	268	41
Colored School	1	45	38	45
Lafayette Street	5	211	193	42

	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils per Class.
Newton Street	8	373	347	47
Summer Avenue	8	379	351	47
Webster Street	4	186	173	46
Elliot Street	1	42	36	42
Chestnut Street	11	522	472	47
Oliver Street	10	420	385	42
South Eighth Street	8	317	294	40
North Seventh Street	1	20	18	20
South Market Street	6	240	222	40
Hamburg Place	2	94	89	47
Morton Street	8	314	283	39
Eighteenth Avenue	3	121	111	40
Central Avenue	7	291	266	42
Total	107	4,624	4,248	43

The examinations required by the Board were conducted under the supervision of the Superintendent and the Committee on Examinations. These showed the schools to be in good condition generally.

The examination of the first grade for graduation, which admits to the High School, was held June 21 and 23, 1887, in the High and Lawrence Street School buildings.

The number of applicants was 586: boys, 285; girls, 301. The number graduated, 520: boys, 253; girls, 267. The per cent. of applicants graduating, 88.7: boys, 88.7; girls, 88.7. The number rejected, 66: boys, 32; girls, 34.

The pupils were tested upon the following questions:

GRAMMAR.

1, 2 and 3. In a composition of from 20 to 25 lines give some account of your school work for the year. Mark 5

each for arrangement, character of thought, punctuation, use of capitals, spelling and grammatical construction [30].

4. From your composition select a compound sentence, a complex sentence, a phrase, an object complement, an attribute complement [5]. Analyze your compound sentence [4], and parse the principal word in your phrase [1].

5. Write four sentences, using in each a different tense [4]. Define each of the tenses you use [4]. What are the number and person of a verb [2]?

6. Define conjugation, synopsis, auxiliary verbs, principal parts of a verb [4]. Give a synopsis of the verb lay in the indicative mood [3]. Of lie in the potential mood [3].

7. Analyze the following sentence: "That it is our duty to obey the laws of the country in which we live does not admit of question" [5]. Parse *that*, *duty*, *does admit*, *which*, *to obey* [5].

8. What modifications have nouns; verbs; adjectives; adverbs; pronouns [5]? Write one or more sentences to illustrate the modifications of these classes of words. Designate each modification [5].

9. Define the participle; the past participle; the past perfect participle [3]. Write one or more sentences illustrating the use of the participle as a noun and as an adjective [3]. Write one or more sentences illustrating the past participle and the past perfect participle. Designate each [4].

10. Define case [1]. In the following select all the words that have the modification of case, and name each case [9]:

> "Young eyes, that last year smiled in ours,
> Now point the rifle's barrel;
> And hands then stained with fruits and flowers
> Bear redder stains of quarrel."

1. Give a condensed account of three important discoveries and explorations [10].

2. Give date, cause and the location of the first settlement of five of the colonies [2 each].

3. Give a condensed description of the French and Indian War, as to its cause, duration—naming at least three important battles—the leading generals upon each side, and the treaty of settlement [10].

4. What was the object and the cause of the War of the Revolution [2]? When, and by whom, was Washington appointed Commander-in-Chief of the American forces [2]? Give an account of his first effort after taking command [6].

5. Give date and object of Burgoyne's invasion [2]. What three battles led to his surrender [3]? Give the particulars of the surrender [3]. What effect did it have upon foreign nations [2]?

6. What causes led to the War of 1812 [2]? When was it declared [1]? What were the first hostile movements by each nation and the result [4]? What were the terms of the treaty that closed the war [3]?

7. Under whose administration did the following events occur: The Missouri Compromise; the recognition of the South American Republics; the visit of Lafayette to this country. Describe each event. [1 for naming of administration, 3 each for description of events.]

8. Describe the movements of the National forces under Gen. Scott at the opening of the Civil War [3]. Give the number and position of the Confederate army in Virginia at the same time [3]. Give brief account of the battle of Bull Run [4].

9. What important proclamation was issued at the beginning of 1863 [2]? What can you say of the cause and result

of the draft riot in New York City [4]? Describe the activity and service of the Navy in enforcing the blockade during 1863 [4].

10. Give cause, date and particulars of the suspension of Secretary of War Stanton, and the action of the Senate in relation to the same [10].

ARITHMETIC.

1. A man owns a farm of 320 acres; his son owns one containing $\frac{3}{8}$ as many acres. Should the son add 40 acres to his, how would its size compare with his father's farm [5]? Analyze: A man has $\frac{3}{8}$ of his sheep in one field, $\frac{5}{12}$ in a second field, and the remainder, 75, in a yard. How many has he in each of the two fields [5]?

2. If gunpowder is composed of .76 parts of nitre, .14 parts of charcoal, and .10 parts sulphur, how many pounds of each of these will be required for 20,000 pounds of powder [5]? This powder is made at a cost of $.47 per pound, and sold at a gain of 10%. What is the selling price per pound [5]?

3. How much can a man gain in 40 years by working 15 minutes more each day for 300 days each year, if each hour is worth 15 cents [5]? This money is put at interest at 5%; what will it amount to in $10\frac{1}{2}$ years [5]?

4. A man buys a building lot 30 by 200 feet, at $.75 per square foot. He builds a house upon it costing $5,000. A broker sells the property for $12,000, his commission being $2\frac{1}{2}\%$. What per cent. did the owner make [10]?

5. At $1.50 per yard, in length, what will be the cost of a carpet $\frac{5}{8}$ of a yard wide, that will cover the floor of a room 29.5 feet long by 11.25 feet wide, the cost for making and laying being 10 cents per yard [10]?

6. A speculator in New York sent to a commission merchant in Chicago 2,000 yards of cloth to be sold and the

proceeds invested in flour. The broker sells the cloth for $3\frac{1}{2}$ per yard, charging $2\frac{1}{2}\%$ commission. He invests the proceeds in flour at $10 per barrel, after deducting his commission of 2%. How many barrels of flour did he buy [10]?

7. A merchant sold 700 barrels of flour for $4,550, and thereby gained 4%. What did the flour cost per barrel [10]?

8. A builder buys 23,250 feet of boards, at $30 per M., paying the bill with his note for 15 days at 6%; how much money does the seller receive when he has the note discounted at the bank [10]?

9. $1,000. BOSTON, Jan. 1, 1886.

For value received I promise to pay Albert White, or order, one thousand dollars on demand, with interest, at 6%. GEORGE W. JAMES.

Indorsements: April 1st, 1886, $24; Aug. 1st, 1886, $4; Dec. 1st, 1886, $6; Feb. 1st, 1887, $60. What will be due June 1st, 1887?

10. Jones and James form a partnership for one year; Jones at first puts in $500; at the end of five months he puts in $150 more. James at first puts in $600; at the end of nine months he takes out $200. The profits for the year were $1,000. What was each man's share [10]?

GEOGRAPHY.

1. Name and define the motions of the earth [2]. Describe the principal effect of each [4]. Name, locate and describe the zones of climate [4].

2. Draw a hemisphere map, including both hemispheres, locate the zones and draw an outline of the grand divisions of land [10].

3. What are the conditions of plant life [2]? Describe the plan of distribution of plants [3]. What are the conditions of animal life [2]? Describe the plan of distribution of animals [3].

4. Describe the situation, extent, outline and surface of North America [8]. Bound its most important political division [2].

5. Draw a map of the Mississippi River and its principal tributaries, and describe the Mississippi Valley, as to its extent, drainage, climate, natural advantages and importance [10].

6. Compare the Continents of Europe and Asia as to form, surface, conditions for habitation, commerce and the wants of man [10].

7. Describe the climate, surface and productions of the western part of the United States [5]. Name and locate the five largest cities in the United States [5].

8. Name and describe the four important rivers that rise in the Alps [4]. Name the political divisions of Europe and give their capitals [6].

9. Bound Italy, Switzerland, France [8]. Name the most famous river of Europe [2].

10. Draw a map of New Jersey, Pennsylvania and Delaware as a group. Locate the capital of each, the largest city of each, the Delaware, Passaic, Susquehanna, Alleghany rivers, and Alleghany and Blue Ridge mountains [10].

SPELLING.

1. Musician.
2. Stationery (writing materials.)
3. Shepherd (keeper of a flock.)
4. Guinea
5. Melbourne.
6. Apiece.
7. Chimneys.
8. Cathedral.
9. Buzzard.
10. Italians.
11. Lieutenant.
12. Milwaukee.
13. Bananas.
14. Champagne.
15. Petroleum.
16. Piece-work.
17. Receipting.
18. Morphine.
19. Chocolate.
20. Juiciness.

21. Serviceable.
22. Shoeing.
23. Colonel (military officer.)
24. Geyser.
25. Giggling.
26. Blamable.
27. Changeable.
28. Scarlatina.
29. Indianapolis.
30. Apprenticeship.
31. Cinnamon.
32. Askance.
33. Cyclone.

Each pupil in this grade was examined and rated in reading by the Superintendent. This was included in making the general average.

The labor of conducting and obtaining the results of the examination in this grade in the six subjects required is very great, requiring, in connection with the Superintendent, the services, for several days, of the principals, vice-principals and others.

There were three thousand written papers, containing some thirty thousand questions, to be read, judged and collated. It is easy to see that the labor was very great. If some plan could be adopted by which this labor could be lessened without detracting from the integrity of the test, it would greatly relieve the Superintendent and his assistants. This question has occupied the attention of the Superintendent and the principals for some time past, and much valuable information bearing upon this whole subject of examining and rating pupils has been obtained by a committee of the Principals' Association from a large number of the principal cities of the country. More will be said concerning this in another place in this report. I feel hopeful that with the improved system of judging and recording the daily class room work upon the card, we shall be able to use these records for purposes of grading and promoting the pupils, thereby obviating some, at least, of the special and tedious examinations.

SUMMARY OF THE EXAMINATIONS.

School.	Applicants.		Admitted.		Rejected.		General Average. Of School.		Of those Admitted.		Of those Rejected.	
	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.
Burnet Street	28	25	24	21	4	4	81.	79.5	82.8	81.3	69.8	70.4
Washington Street	23	24	23	24	--	--	86.1	87.8	86.1	87.8	-- -	----
Lawrence Street	30	20	24	19	6	1	80.5	82.8	81.8	83.3	73.	73.4
Colored	3	2	1	--	2	2	66.9	60 5	75.4	----	62.7	60.5
Lafayette Street	18	12	15	8	3	4	82.2	76.6	84.2	78.9	72.	72.1
Newton Street	19	31	19	31	--	--	84.8	82.8	84.8	82.8	----	----
Summer Avenue	41	38	41	37	--	1	84.4	84.2	84.4	84.3	----	62.9
Chestnut Street	44	33	38	26	6	7	80.7	78:5	83.9	80.9	72.7	65.8
Oliver Street	26	28	20	20	6	8	78.2	77.6	80 7	80.9	70.	69.4
South Eighth Street	24	17	24	17	--	--	82.9	82.8	82.9	82.8	----	----
South Market Street	11	23	8	19	3	4	76.2	77.2	80.7	79.7	64.3	65.2
Morton Street	17	17	17	16	--	1	81.8	83 9	81.8	84.9	----	66.7
Central Avenue	14	15	13	15	1	--	83.4	86.	84.1	86.	73.8	----
Private	3	--	--	--	3	--	----	----	----	----	----	----
Total	301	285	267	253	34	32	80.7	80.	82.3	82.8	69.7	67.3
Total	586		520		66		80.4		82.5		68.5	

Average Age of Boys Admitted, 14.5.
" " Girls " 14.8.
General Average 14.7.

Average Age of Boys Rejected, 14.11.
" " Girls " 14.10.
General Average 14.10.

HIGH SCHOOL.

The progress and improvement of this institution has been one of the most prominent features in the development and growth of the public school system of our city. It has gained steadily in all directions.

The school never was so crowded as now. It opened the school year last September with over 800 pupils, 500 of whom were girls. Its great need now is more room and more instructors. This substantial condition indicates the faith of Newark in high school education. Notwithstanding all this promise much is still needed to round out and complete the work and influence of the school. I repeat what I said last year in regard to crowded classes and weak places:

"The school is now overcrowded; many of the classes are too large for proper instruction in this grade of work. We need at least two more teachers in this school. The weak place in the course is the English department. The work in literature, English composition and rhetoric is very great. The classes are so large that the teachers cannot give the instruction, criticism and practice necessary to insure satisfactory results. Also, the same is true of the work in the German and Commercial classes, and in some of the classes in mathematics."

This necessity for increase in the teaching force was seen and felt by the High School Committee and the Teachers' Committee, and accordingly the Superintendent was instructed to find suitable candidates. After a large number of interviews two ladies were presented, Miss Eliza Leyden and Miss Mary Olmstead. Miss Leyden, a lady of some seventeen years

experience, and a recent graduate of the Syracuse University, was appointed to fill a position in the female department. It will be remembered that Miss Remick, for many years a member of the corps in this department, resigned during the year.

Miss Olmstead, a graduate of the classical course in Vassar College, and of several years experience in high school teaching in the west, was also appointed. She was placed in charge of a line of work to be known as a Literary and English Composition department. Both of these ladies entered upon their work with zeal and much promise.

We very much need another male teacher in the male department, that some of the classes may be reduced in size and better teaching done. The principal has been relieved from teaching the Latin in the senior girls' class that he may devote more time to the general supervision of the school.

What to do with the large number that every year seeks admission to the school must receive an early answer. It is not necessary that we should have a large high school, but it is necessary that we have one of high grade. The standard for admission should be kept up on all the subjects. A number every year who pass the tests and gain admittance would receive far more benefit by spending another year in the grammar school. They are too young in years and to immature in their mental development and training to pursue a high school course of study and training with profit to themselves or credit to the school.

I think the first step in correcting this evil is to increase the minimum age for admission from 11 to 12.

This will in a great measure correct the tendency, now very strong, to hurry bright, young pupils through the primary and grammar schools. The temptation to do this is almost irresistible. These pupils are generally endowed with good memories and make good lesson and examination records. But when placed upon the high school course of work, where mental power is in demand, they often become discouraged and fall out of the school, signal failures.

The next step will be to add another year to the primary and grammar school courses, requiring nine years to complete them instead of eight as now. This additional year I would add to the primary course, making it five years. This would permit the elementary work to be more thoroughly done, the pupil having the benefit of the increase in age and the maturity of mind. This would, in a large measure, relieve the grammar school from the weight of poor elementary preparation, and in the same way the grammar school would be able to relieve the High School. The final result of this plan would be to strengthen the entire course of public school instruction.

In pursuing this course no sudden jar or disruption of the schools would occur; but every part of the work would adjust itself to the nine years' course instead of eight.

I feel confident that the foregoing suggestions, if carried out, would relieve the pressure upon the High School and benefit our schools. I would, therefore, recommend it to the consideration of the Board.

The principals can do much to aid in establishing this plan by a wise and judicious classification of the gram-

mar and primary schools, and conscientious, sound and practical advice to pupils, parents and class teachers. In the management of his school, every principal should remember that it is far more important for the pupil to secure the mental and moral power that comes from sound training and good influences, than to secure a promotion to a higher grade or department.

The tests, means and methods used to determine the fitness for advanced work should be aimed at the intellectual and moral power of the pupil rather than mere memoriter accumulation.

The following statement to the High School Committee by the principal, Dr. E. O. Hovey, is here submitted:

Gentlemen of the High School Committee:

We feel grateful to the members of the Board of Education who have so readily responded to the requests of the High School Committee and have enlarged our building, have made valuable contributions to our libraries and apparatus, and have done all that lies in their power to make the school a success.

The number of pupils entering our school is steadily increasing. In 1876 there were admitted 196; in 1886, 393. In ten years the number of admissions has doubled.

Our building has been enlarged till our lot is covered and the courts made into rooms, and yet every room, nook and corner is crowded with boys and girls, and we can accommodate no more; but more are sure to come. We commence the year '87–8 with eighty pupils more than we enrolled last year, and what shall be done with this constantly increasing number? Many plans present themselves. Allow me to suggest two.

Very many of our pupils leave during the first year—one year we lost 33 per cent. Now, if the grammar school course could be advanced and pupils be allowed to remain there for another year, we should not have as many entering nor as many leaving. This would afford some relief. Another plan would be to put the commercial department in a building by itself and then allow the young ladies, who desire to do so, to take the commercial course. Young ladies who wish to care for themselves are not restricted, as formerly, to two or three kinds of employment, and the fields for their activities are widening every year; if they were allowed to take a thorough commercial course it would be of great advantage to them, and the number desiring to take that course is yearly increasing, but we have not room to accommodate them.

Manual training is being introduced into very many schools with interest and profit, and by the adoption of this latter plan an opportunity would be afforded to give it a fair trial in Newark, and what your Committee and the Superintendent have so often discussed I believe would be eminently successful and profitable alike to the boys and to the girls.

The staying power of our pupils is increasing. Not so many are anxious to leave as soon as they have been enrolled, as formerly, though there are still too many that either are in haste to go to business or are soon discouraged because the studies are new and difficult. With a few changes in our course of study, and our City Normal School diploma made as valuable as the State Normal diploma, the number of our graduates would be greatly increased.

The new system of marking the recitations and examinations by words, indicating the quality of the work done, rather than by per cents., is being thoroughly and hon-

estly tested, and after a year's trial we shall have a definite opinion concerning it.

We are grateful to the Board for giving us special help in the department of English composition, and we think the results will show that it was a wise thing for the Board to do.

The health of teachers and pupils has been generally good.

The year has been noted for the harmony and good feeling among the teachers and a general desire to make the school a grand success.

Respectfully submitted,

E. O. HOVEY.

The following table shows the number of graduates for each year since 1862, twenty-six years:

Year.	Males.	Females.	Total.
1862	8	--	8
1863	8	22	30
1864	6	8	14
1865	6	13	19
1866	8	16	24
1867	4	23	27
1868	4	25	29
1869	6	30	36
1870	7	34	41
1871	9	19	28
1872	10	30	40
1873	13	26	39
1874	14	18	32
1875	14	33	47
1876	17	46	63
1877	19	41	60
1878	32	47	79

Year.	Males.	Females.	Total
1879	24	48	72
1880	26	39	65
1881	24	46	70
1882	21	53	74
1883	27	48	75
1884	30	40	70
1885	39	43	82
1886	42	53	95
1887	32	45	77
Total number of graduates	450	846	1,296

An average of 50 each year.

The graduates for this year were distributed as follows:

Classical Course	4
Scientific "	2
English "	5
Commercial "	21
Ladies' "	45
Total	77

Of the entire number of graduates, 56 were of the four years' course, and 21 of the two years' course.

COMMENCEMENT EXERCISES OF THE HIGH SCHOOL.

On the evening of Thursday, June 23, 1887, the Grand Opera House was crowded with a highly appreciative audience to witness the Twenty-sixth Annual Commencement of this school. The exercises, as usual, were highly creditable to the institution.

ORDER OF EXERCISES.

MUSIC—Overture, "Poet and Peasant," *Fr. von Suppe*, - - - - - Orchestra.

ORATION—"To what are we tending," - Harry T. Bolton.

ESSAY—"The Heel of Achilles," - Elizabeth H. Ahbe.

CHORUS—"Fair is the Night," - - - By the Class.

ESSAY—"Modern Manias," - - - Kate F. Dunn.

MUSIC—Xylophone Solo, "Hazel Dell," - - *Mueller.*

DISSERTATION—"The Preservation of the Forests," - - - - Joseph E. Pollard.

ESSAY—"Prometheus," - - - - Mary Harley

MUSIC—Selection, "Erminie," *Jakobowski*, - Orchestra.

ESSAY—"Die Reise eines Wassertropfen," Wm. H. Burnett.
(Graduate Commercial Department.)

VOCAL SOLO, - - - - - Lillian M. Pierson.

RECITATION, "Aux Italiens," - - Edith M. Hedden.

CHORUS—"Who knows what the Bells say," By the Class.

ESSAY—"The Advantages of being a Nobody," Jeanette T. Horschel.

ORATION—"Imprisonment for Life versus Capital Punishment," - - - Edward Hymes.

MUSIC—Descriptive Fantasie, "A Sleigh Ride Party," *Michaelis*, - - - - Orchestra.

PRESENTATION OF CLASS FOR GRADUATION, BY E. O. HOVEY, PRINCIPAL OF HIGH SCHOOL.

AWARDING OF DIPLOMAS, BY EDMUND L. JOY, PRESIDENT OF BOARD OF EDUCATION.

PRESENTATION OF PRIZES, BY JAMES L. HAYS, CHAIRMAN HIGH SCHOOL COMMITTEE.

Edward Goeller Prize—*For the highest per cent. in scholarship and deportment of the class in German during the year*—Arthur L. Baldwin.

Gift of the Gentlemen of the Class of Seventy-nine—*For the highest per cent. in scholarship, deportment and attendance of the graduates of the Commercial Department*—George H. Boeger.

Gift of the Alumni—*For the best oration*—Edward Hymes.

John L. Johnson Medal—*For the highest per cent. in mathematics during the past four years*—Amy L. Bolton.

George B. Swain Medal—*For the highest per cent. in scholarship of the entire class, as shown by the final examination*—Harry T. Bolton.

Tichenor Medal—*For the best rhetorical work during the year by the young ladies*—Elizabeth H. Ahbe.

Abbie A. E. Taylor Medal—*For the best final essay of the young ladies*—Mary Harley.

Hovey Medal—*For the highest per cent. in scholarship, deportment and attendance of the entire class during the year*—Anna Anderson.

GRADUATES OF 1887.

SENIOR BOYS.

Ottomar Block,
Harry T Bolton,
John D. Kastner,
Herbert Q. Crane,
Frank Guile,
Carl Mueller,
Joseph E. Pollard,
George J. Schaefer,
Robert Edgar Woodruff,
Arthur C. Wood,
Edward Hymes.

SENIOR GIRLS.

Elizabeth H. Ahbe,
Anna Anderson,
Josephine M. Baldwin,
Edith C. Barnett,
Willmia Blewett,
Amy L. Bolton,
Kate Bristol,
Priscilla Burnett,
Annetta Carlisle,
Mary F. Clark,
Elizabeth D. Contrell,
Lillie L. Copley,
Annie Rosamond Courtois,
H. Louise Crane,

Clara Irene Curtis,
Hortense Deidrick,
Kate F. Dunn,
L. Louise Elder,
Griselda Ellis,
Carrie H. Fine,
Lizzie E. Gauch,
Mary Harley,
Florence A. Harring,
Edith M. Hedden,
Jeanette T. Horschel,
Sarah L. Hymes,
Laura E. Kanouse,
Sarah L. Kanouse,
Annie I. McKenzie,
Emma T. Mershon,
Amelia E. Peal,
Lillian M. Pierson,
Lillie R. Ruckelshaus,
Clara Schwab,
Martha C. Smith,
Mary Gertrude Snow,
Agnes C. Speer,
Alice M. Sutherland,
Julia A. Sutphen,
Evelynne S. Symons,
Sadie E. Van Houten,
Anna A. Westervelt,
Josephine A. Widmer,
Lizzie H. Winans.

Julia T. Woodruff,

COMMERCIAL COURSE.

Arthur L. Baldwin,
George H. Boeger,
Charles E. Brewer,
Augustus Bruen,
William H. Bruen,
William H. Burnett,
Lewis J. Burgesser,
William A. Dennis,
Frank F. Eagles,
Atwood D. Fritts,
Charles H. Hampton,
George Hemhauser,
Elihu B. Kinne,
Arthur E. Larter,
George L. Mahr,
Albert Mayberry,
James M. Miller,
George H. Robertson,
Charles P. Russell,
William F. Sonnekalb,

Robert B. Williams.

HONOR LIST—PUPILS ABOVE 90 PER CENT.

GIRLS.

Elizabeth H. Ahbe,
Anna Anderson,
Amy L. Bolton,
Kate Bristol,
Annetta Carlisle,
Elizabeth D. Contrell,

Anna Rosamond Courtois, Sarah L. Hymes,
L. Louise Elder, Laura E. Kanouse,
Jeanette T. Horschel, Sarah L. Kanouse,
Martha C. Smith.

BOYS.

Ottomar Block, Harry Bolton,
Edward Hymes.

COMMERCIAL COURSE.

Arthur L. Baldwin, William H. Bruen,
George H. Boeger, Frank F. Eagles,
Charles E. Brewer, George H. Robertson.

NORMAL AND TRAINING SCHOOLS.

No part of the public school system of our city is of more importance, or exercises a larger or more beneficial influence upon the whole course of work in all the grades, than do these schools.

As is usual in most cities those institutions that touch the vital interests suffer most for want of the needed facilities. This seems to be the case now, and, in fact, has been for some time past, with these schools.

These needs were fully presented in the last annual report, and need not be repeated here.

I cannot leave this subject without again urging the desirableness—I may say, necessity—for an extension of the course to two years.

It is hoped that the Legislature will pass the bill that has, for the past two sessions, been before it, placing the Newark Normal School upon the same basis as to grade and diplomas as the State School at Trenton.

The following exhibits the enrollment, attendance and the number of graduates since the organization of the school:

	Enrollment.	Ave. Attendance.	Graduates.
1880	33	29	29
1881	28	25	27
1882	31	26	28
1883	37	34	36
1884	39	32	35
1885	36	32	35
1886	41	34	36
1887	55	49	53
Total	300	261	279

I would repeat what I said a year ago concerning the introduction of the kindergarten into the normal and training course.

"I would further recommend that a kindergarten class be organized as a part of the training course. Do not understand this to mean that kindergarten classes should be established in all the schools, though I should be glad if we were able to do so. What I mean is, that every teacher in her training course should have the opportunity and should be required to study child nature and methods of elementary instruction in the kindergarten, where the true nature of the child is known, respected and appreciated. I think no teacher's preparation for the responsible work of training the young is complete without this study and practice in the kindergarten. This is another reason why the normal and training course should be extended to two years."

COMMENCEMENT EXERCISES OF THE NORMAL SCHOOL.

Association Hall was crowded with a highly intelligent audience Wednesday evening, June 29, 1887, to listen to the Eighth Annual Commencement of this school.

PROGRAMME.

OVERTURE—"Summer Night's Dream," - *Fr. von Suppe.*

ORCHESTRA.

PRAYER.

SONG—"Waken, Waken, Day is Dawning," *A. C. McKenzie.*

BY THE CLASS.

ESSAY, "Ideals,"

ALICE LEUCHT.

VOCAL SOLO—"Forbidden Music," - - *Gastoldon.*

JULIA GOLDSMITH.

ESSAY—"Idiosyncrasies,"

C. BLANCHE ILIFF.

MUSIC, Romance—"Awakening of Spring," - *E. Bache.*

ORCHESTRA.

RECITATION—"Carcasonne," - - *Gustave Nadaud.*

BELLE B. WILLIS.

SONG—"Summer Fancies," - - *M. M. Sumerling.*

BY THE CLASS.

ESSAY—"School Teachers of Romance,"

HELEN J. LEARY.

MUSIC, Gavotte—"Grace and Beauty," - *W. Morse.*

ORCHESTRA.

ESSAY—"Helps,"

ANNIE J. MCCLELLAND.

SONG—"Down in the Dewy Dell," - - *Henry Smart.*

BY THE CLASS.

VALEDICTORY ESSAY—"Common Sense Girls,"

MARY W. NICHOLS.

SONG—"Sleep Noble Child," - - - - *L. Cherubini.*
BY THE CLASS

PRESENTATION OF CLASS FOR GRADUATION,
BY WM. N. BARRINGER, *City Superintendent.*

AWARDING OF DIPLOMAS,
BY EDMUND L. JOY, *President of the Board.*

GRADUATES OF 1887.

Annie L. Beltaire,
Marie C. Bimbler,
Cora E. Bingham,
Zilla A. Bundy,
Mabel L. Clark,
Harriet S. Coates,
Jessie Cobb,
Grace Dawson,
Eliza C. Doremus,
Edna C. Egbert,
Sara A. Eunson,
Myrtle C. Faux,
Mary Felix,
Florence Felts,
M. Estella Fine,
Jennie B. Fitzgerald,
Anna H. Gilbert,
Harriet W. R. Goble,
Julia Goldsmith,
Edith Estelle Grice,
Mary G. Haskell,
Julie W. Healy,
Annie Henderson,
Emma Louise Hines,
Carrie E. Hochkins,
Fannie A. Hopping,
Eunice R. Hunt,
C. Blanche Iliff,
Hattie G. Jackson,
Alice M. Layland,
Helen Josephine Leary,
Alice Leucht,
Lillie I. Lobdell,
Annie H. McClelland,
Adelina McIntyre,
Bessie D. W. Mershon,
Mary W. Nichols,
Minnie L. Peters,
Anna M. Provost,
Anne Isabel Rawle,
Ellen Leonora Rice,
Carrie L. Romine,
Lillie G. Sayre,
Anna M. Soden,
Lydia K. Sonn,
Joanna S. Stewart,
Ella D. Utter,
Lizzie L. Van Houten,
Evelyn Van Patten,
Martha L. Webb,
Annie Rogers White,
Belle B. Willis,
Susie M. Wilson.

In closing this notice I desire to bear testimony to the devotion, industry, patience and success of the teachers in the Normal and Training schools. Their work is very responsible and laborious, requiring long hours and patient thought and application.

SUMMER SCHOOLS.

Two years ago this subject was quite fully discussed by the Superintendent and presented to the Board by the Committee on Teachers. A plan was recommended to the Board and adopted, and the schools were organized in accordance therewith. They were popular and very successful. They have been in operation two seasons, and seem to have established themselves as a permanent feature in our system.

The number was increased from three to five, located in the Sixth, Eighth, Tenth, Twelfth and Thirteenth Wards. The number of classes was increased from 22 to 24. This increase and distribution of the schools, so as to reach a larger area of the city, proved eminently satisfactory.

The following tabulated statement shows the number and location of the classes, the number of male and female pupils enrolled, and the average attendance:

	No. of Classes.	No. of Pupils Enrolled.			Average Attendance.
		Males.	Females.	Total.	
Newton Street	6	201	146	347	248
Webster Street	4	136	127	263	176
South Street	3	87	80	167	112
Hamburg Place	5	177	126	303	219
Morton Street	6	217	185	402	280
Total	24	818	664	1,482	1,035

The following exhibits the various ages of the children attending:

	5 to 6.	6 to 7.	7 to 8.	8 to 9.	9 to 10.	10 to 11.	11 to 12.	12 to 13.	13 to 14.	Over 14.
Newton Street	--	--	77	63	77	61	51	14	4	--
Webster Street	1	5	44	40	43	33	30	38	23	6
South Street	--	--	40	25	35	26	17	17	5	2
Hamburg Place	--	--	76	64	59	48	28	22	6	--
Morton Street	--	5	77	78	85	72	45	31	7	2
Total	1	10	314	270	299	240	171	122	45	10

The following shows what schools the pupils attended before entering the summer schools:

	Public School.	Private School.	No School.
Newton Street	284	56	7
Webster Street	223	37	3
South Street	155	12	--
Hamburg Place	281	22	--
Morton Street	350	48	4
Total	1,293	175	14

A comparison of these tables with those of 1886 shows a large increase in the number of older pupils attending the schools. This is a decided gain and is encouraging.

I wish to say that all that was stated concerning the health of the pupils and the teachers during the first season of these schools, can be re-said for the season of 1887. The children were well, contented, industrious and happy, and almost without exception were sorry when the schools closed. The teachers found the work

pleasant and not over-burdensome, and I think I am safe in saying that their summer school work was in no way detrimental to their regular term work.

The manual work in the line of sewing was, if possible, more interesting and satisfactory than for the term of 1886. There is here an excellent opportunity to give a large amount of hand training in modeling, drawing, writing, object handling, manipulation, etc. I would recommend that ample opportunity and means be afforded next season for greatly increased work in this direction.

EVENING SCHOOLS.

The evening school department of our educational system is coming to be hardly second in importance to the day schools. The term covering half of the school year gives an opportunity to classify, grade and discipline them far more effectually than under the short term of three months with all the unavoidable interruptions common to the fall term. Also the better acquaintance, made possible by the long term, of the teacher with the pupils greatly enhances his influence over the class, and thereby matures and perfects his teaching as could not be done in the absence of these opportunities.

The appearance, character and discipline improves steadily from year to year. Nothing is more definitely settled than that the permanent value of these schools depends wholly upon the experience and thorough competency of the teachers employed in them. These evening schools should never be used to furnish places

for those who want them and sometimes claim them.

Including the Evening Drawing School we have seven evening schools. They are located as follows: In Lafayette street, Webster street, Newton street, South Market street, Morton street and Central avenue school buildings.

I may also here refer to the Newark Technical School, an evening institution, which, while it is not under the direction of the Board of Education, having a special Board of Trustees for its management, yet it sustains an important relation to it, as it is responsible for the appointment of two members of the Board of Trustees. The Technical Board is required by law to make an annual report of the condition and work of the school to the Board of Education; also, the graduates of the grammar schools are admitted to the Technical School on the diplomas of graduation, the same as to the High School.

The number of pupils registered, 2,650: males, 1,942; females, 708.

Number of teachers employed in the evening schools, 60: males, 27; females, 33.

The number of pupils suspended or expelled is shown below:

Lafayette Street	4
Newton Street	5
Webster Street	2
South Market Street	3
Morton Street	34
Central Avenue	4
Total	52

The following table shows the enrollment, attendance, etc., for the year ending March 1, 1887:

	Enrollment.	Average Enrollment.	Average Attendance.	Per Cent.	Length of Term.
Lafayette Street	404	249	189	76.5	5 mos.
Newton Street	410	260	199	76.5	5 mos.
Webster Street	306	204	153	75.	5 mos.
South Market Street	462	264	200	75.7	5 mos.
Morton Street	669	377	284	75.3	5 mos.
Central Avenue	399	242	189	78.	5 mos.
Total	2,650	1,596	1,214	76.1	5 mos.

The average nightly membership in each school for each month is shown in the following table;

	Oct.	Nov.	Dec.	Jan.	Feb.	Average.
Lafayette Street	381	302	239	188	136	249
Newton Street	403	303	234	199	161	260
Webster Street	280	222	191	192	137	204
South Market Street	350	319	257	210	170	264
Morton Street	587	467	353	258	221	377
Central Avenue	361	261	206	210	170	242
Total	2,362	1,874	1,480	1,257	995	1,596

All the classes were examined at the close of the term in February under the direction of the Superintendent and the Committee on Examination.

I called attention last year to the change of age for admission from 14 to 12 as, in my judgment, a mistake, as the tax upon the physical and mental nature of one so young was too great. I desire again to remind the Committee on Evening Schools, as well as the Board, that this matter is of sufficient importance to require serious consideration at your hands.

I stated earlier in this report that there is, without doubt, considerable truancy in these schools. The attendance is not satisfactory. The registry is usually very large, but in the course of two or three weeks a large number fall out or attend very irregularly. Much of the irregularity is due, I am quite certain, to truancy. Here a truant officer to act in connection with the principals would help to remove this evil, and thereby greatly enhance the value of the evening schools.

I would recommend that the sessions of these schools begin at 7.30 and close at 9.15, giving one and three-quarter hours of undisturbed work in the classes. The reasons for this are: First—A large proportion of the pupils are engaged in the factory or shops, and in most cases do not leave their work until 6 o'clock, and in some cases even later. Now, it is not possible for the great majority of these pupils to go to their homes, get their supper, put themselves in proper condition, and reach the school by 7 o'clock. Of course the pupils are not there but the rooms are open, steam is on, gas is burning and the teachers are waiting.

Second—It is found by experience that *all* can, with reason, be required to be present at 7.30, and that the school can be relieved of the annoyance and interruption caused by coming in after the session begins. The doors should be open at 7.20, and all be required to be present and ready for work at 7.30. This would greatly help the punctuality and regular attendance.

EVENING DRAWING SCHOOL.

I am free to say that no work done under the supervision of the Board is of more value to the substantial interests of the city than that done in this institution.

Several hundred young men, mostly mechanics, attend with great regularity for six months of the year, the school opening October 1 and continuing until April 1.

The teachers are successful in the methods used, and the work accomplished, as to quantity and quality, is eminently satisfactory.

I would recommend that better and more ample accommodations be provided for this school. Double the number now taught could be instructed if we had the room and the appliances. I would also urge the members of the Board to visit it as frequently as possible.

The school has a moderate supply of plates, models, casts and patterns for the use of its students. Its progress, however, requires a large increase in these necessary helps.

Number of pupils enrolled in each department:

Mechanical Drawing	150
Architectural Drawing	52
Freehand Drawing	117
Total	319

Average enrollment for each month:

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Mechanical Class I	24	20	17	16	14	13
" " II	33	32	25	27	24	18
" " III	36	35	30	33	26	26
Architectural "	36	35	35	36	36	34
Freehand " I	47	42	41	42	42	41
" " II	35	35	36	39	37	33
Total	211	199	184	193	179	165

Average daily attendance for each month:

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Mechanical Class I	21	17	14	13	12	11
" " II	31	28	21	21	18	15
" " III	31	30	24	26	19	18
Architectural "	36	33	33	31	29	28
Freehand " I	43	41	37	36	37	35
" " II	31	33	28	33	33	29
Total	193	182	157	160	148	136

The closing exercises took place on the evening of March 31st, 1887, in the Art Gallery of Library Hall, which was crowded. All present were interested in examining the large number of drawings on exhibition, and much satisfaction was expressed with the work and promise of the school.

The Committee on Evening Schools, the President of the Board, E. L. Joy; Aldermen Ketcham and Van Valen, of the Public School Committee of the Council; the City Superintendent, and others were present.

The exercises of the evening were presided over by the Chairman of the Evening School Committee, Commissioner W. J. Ley.

President Joy made an address; remarks were made by Aldermen Ketcham and Van Valen and the Superintendent.

The President then distributed diplomas to the following gentlemen:

GRADUATES OF 1886–'87—MECHANICAL CLASS.

H. J. Klant,
Fred. Brenn,
Fred. Buchman,
Joseph J. Rue,
L. Dalrymple,
Kosmas Buerkle,
J. H. Rahn,
John Pfeiffer,
Chas. H. Van Giesen,
Michael V. Irwin.

ARCHITECTURAL CLASS.

George F. West, George Hodson.

FREEHAND CLASS.

Abr. Keyler, Fred. Miller,
Ernest Oppenlander, Chas. Dahn,
Chris. Zihlbauer, Lebrecht Friche,
Henry Loeffler, Chas. Herig,
E. Buechlein, Jos. Loewenstein.

DRAWING.

The importance of this subject as a part of the course of study for our schools is coming to be better understood and appreciated. The idea, formerly very prevalent, that the object of drawing was simply to teach the child to make pictures, has largely given place to that broader and truer conception that drawing is eminently educational in its influence upon all the powers and faculties of the pupil. It develops and trains as no other subject can the perceptive and sense powers, the judgment, the eye and the hand. It is the very alphabet of all manual and industrial education.

The wide-spread and deep interest now manifested in hand training and industrial education of course naturally pushes drawing to the front in our school curricula. And, as is always the case under the influence of increased interest and pressure, the tendency will be to usurp the province of other subjects. This must be carefully watched and the proper balance preserved.

As this subject finds its true place among the educational forces, the methods of teaching it must undergo such changes as will best serve its true object. Conse-

quently we find that the objective methods of teaching it prevail very generally. This is especially true in our schools. The pupils are taught and trained to see and know form correctly before they undertake to express it on paper. The progress in this direction is not only marked, it is gratifying and promising.

The classes are required to study forms by handling them and making them. The pupils use the scissors in cutting forms from paper, and then construct other forms of endless variety by combining these and placing them in books or on card boards provided for that purpose. The interest, delight and profit to the pupil are very great.

Modeling simple forms in clay by the children in the primary grades has been introduced with good promise. It is needless to say that it is not necessary to drive them to this work; all take to it as naturally and easily as they do to their dinners.

All objects have a personality and a language, and express the thoughts stamped upon them by their maker. We observe further that all artificially constructed or manufactured objects are expressions of the thoughts of the inventor or maker, brought about or made possible by the eye and the hand. Nothing enables the child to see, understand and express these concrete thoughts as drawing does.

In my report for 1879, in speaking of the introduction of drawing into the school, I used the following language: "It is a fundamental study. Its power to awaken and stimulate thought, to arouse and multiply the inventive faculty, to train the perceptive powers, to develop and purify the taste and the imagination, and to

give correct and definite ideas of form is now undoubted by all thoughtful educators. It is surprising to what an extent drawing can be made an aid in the study and teaching of all the subjects taught in our schools. Every teacher knows that many times, with a few skillful strokes of the chalk or pencil, a better idea may be conveyed to the mind of the pupil than, perhaps, could be done by a page of verbal description." No better occasion can be afforded for sharp, logical thinking, and for the skillful use of the eye and hand, than those found in the study of the forms of things.

The teacher of this subject, Miss Sara A. Fawcett, is indefatigable in her efforts to advance this subject in the schools.

To aid in the work she asked the Board, through the Committee on Text Books and Course of Study, for a supply of models and manuals for each school for the individual use of teachers and pupils. These were unanimously granted, and now each school under the care of the Board has at least a nucleus, to be added to in the future, of the models and forms necessary to the correct teaching of the subject.

The examinations required by the rules of the Board were had and they indicated a commendable progress in this subject.

WRITING.

Much hard work is done in this department, and in many classes fair success is attained. We seem to get better results in writing than we do in penmanship; that is the copy book work is well done, while the penmanship, as shown in the written exercises of the school,

is not so satisfactory. Various reasons are given for this. Among which may be named, that the writing of set copies is more of a pen drawing exercise than one of penmanship. Another is that the pupil, in practicing these copies, is too much cramped and restrained, and consequently deprived of that freedom in movement so necessary in rapid, easy and graceful penmanship.

It is thought by some of the principals that writing should be taught by the arm movement, which cannot be done, they claim, with the books containing printed script copies.

How far the foregoing may account for the want of greater progress in the writing exercises, I am not able just now to say. We do considerable writing in the classes and good progress should be made.

I fear, however, that too much time in some classes is spent in the preliminaries of getting ready for the writing lesson. The pupil learns to write by writing, and the time assigned to this subject should be promptly and skillfully used in the writing lesson work. The teachers should come to this exercise as thoroughly prepared in all respects as for any other lesson of the day. The ability on the part of the teachers to use the blackboard skillfully and effectively in teaching writing can hardly be overestimated. In fact, readiness and grace in using the board in teaching and illustrating any subject is no mean accomplishment for any teacher.

I do not wish it to be inferred from the foregoing comments that we are not making improvement. On the contrary, in some directions there is very decided progress. The writing with pen and ink in many of

the primary classes is excellent as to neatness and form; the only criticism that seems justified is it lacks freedom of movement.

The third and fourth grades primary write only upon the slate during the regular writing lessons; occasionally written lesson exercises are given on paper with lead pencil. The use of the slate and lead pencil does not seem to aid very materially in preparing the child for the use of pen and ink. For this reason I have urged that the second grade use pen and ink, and the third grade paper and lead pencil. This has been granted by the Committee on Course of Study, and now nearly all of this grade are using ink with excellent results.

In the grammar department I would recommend that an opportunity be given to some of the grades to test the relative value of books with copies and books without copies. This, in my opinion, is the best way to determine this question.

The interest of our principals and teachers in the writing of our schools, I think, was never so active as now. This gives me the assurance that commendable success will be attained.

All the classes in writing were carefully examined and the papers are in the Superintendent's office for the inspection of all who may desire. In addition to this all the books written during the year were inspected by the Superintendent, assisted by the Writing Committee of the Principals' Association. These examinations have led to very great improvement in the care and condition of the books and writing materials, as well as penmanship. They will be continued from

year to year. At the opening of the present school year the Superintendent requested the principals to carefully examine, judge and mark with the descriptive terms now in use, all the writing books in their classes for the half year ending February 1.

READING.

While the progress in this subject is not as rapid as I would like, yet it is decided and steady. As I said last year this subject is among the most important, if not the most important of the entire school course, and should receive its full measure of time. This fact is fully appreciated by some of the teachers and soon will be by all I trust. I have requested the principals and teachers to give the reading exercises a prominent place in all the classes. This recommendation I have specially emphasized in the primary grades.

The Superintendent examined in this subject all the pupils in the first grade grammar department near the close of the year, giving each pupil three carefully prepared tests; also a large number of classes in the other grades of both grammar and primary departments. The principals each term examined, judged and made a record of the reading in all their classes. These examinations are having a healthful influence, and with the better methods of teaching will, ere long, bring the reading in our schools to a high standard of excellence.

LIBRARIES AND HOW TO USE THEM.

I think at no time in the history of education has the library been appreciated and used as an educational force as now. This being the case, how best to use

them is a question of great significance to teachers and educators.

In years past the library was a convenient place to store books for safe keeping. As I understand it the primary and fundamental object of the library is to accompany and supplement the work begun by the pupils in our schools. It is a school of itself, broad and ample, sufficiently so to meet the needs of the child, the specialist, the man of science, the university graduate, the professional man, the demands of literary culture and refinement.

When the pupil leaves school he should be able to continue his self-education, should have a taste and love for reading and should know how to use books for general reading, for culture, for reference, etc. This power and skill can only be acquired by careful training and long practice. The public school library is the place in which to begin this work.

The teachers can easily ascertain the extent and character of the influence of the library upon their pupils by noting the increasing love of reading, the growing intelligence, the desire for knowledge, the frequent visits to the library case, the better preparation for the class room work.

Another great advantage of the library is the opportunity furnished the teacher for reference work, general reading and high culture. The teacher who is not well read, who has not supplemented her school and professional training with careful, critical and extensive reading cannot inspire her pupils with a love of reading or with a desire to use the library in connection with their text book and technical class room work.

I invariably find this to be true that if the teacher does not care for books or reading she considers the library a burden and does not encourage her pupils to visit it, as she is not willing to do extra work.

I am glad to say that the principals and teachers, with scarcely an exception, are active in securing the books and urging the pupils to use them, giving such help and direction as may be needed.

If this supplemental use of the library is appreciated and carried into use the whole life becomes a school life and the work of education continues unto the end.

Twenty-nine of the schools now have well selected libraries. These are well supervised and contain about eight thousand volumes, an increase of one thousand for the year. In many of the schools these libraries have become indispensable.

Up to the present time the amount of money contributed by the State under the Library Aid Act is $1,200: by the schools, $1,200; total, $2,400. This does not include all the money expended for this purpose, as many of the schools spent more than the amount appropriated by the State. This money has been wisely used by the principals in the selection of the volumes.

READING CIRCLE.

It seems appropriate in close connection with the library question to call attention again to the New Jersey Teachers' Reading Circle. I cannot do this better than to repeat what I said in the report for 1886:

"A wide-spread interest is manifested just now in these as a means of general and professional culture for the teacher. That there has been, in the past, among a

large number of teachers, a lack of professional reading and training, is a fact so well known that the statement will hardly be questioned. I accept these circles as excellent opportunities as well as a great privilege to our teachers, and I would urge all teachers to avail themselves of them. While this is entirely a voluntary matter, yet the work of our schools in preparing their pupils for their place in the business activities of life is so important that it is the duty of every teacher to avail himself of all the means within his reach that shall aid in better qualifying him for his work.

"These circles will give the teacher an excellent chance to acquaint himself with the history of education, its philosophy and science, and the best methods of instruction. Also to pursue a systematic course of reading for culture.

"Also another great advantage should be named: the reader feels and is helped by the stimulus that is engendered by the knowledge of the fact that he or she is associated with a large number of others reading in the same line and for the same purpose. And still another advantage that should not be overlooked, is the more or less frequent general meetings that can be held for lectures, discussions, etc.

"I trust the teachers of Newark, as well as the teachers throughout the State, will avail themselves of this great privilege and join the New Jersey Teachers' Reading Circle."

MANUAL TRAINING.

It is doubtless not yet fully settled just what in all directions the public school should do. There is a wide

difference of opinion among the thoughtful and most prominent educators concerning how far the school should go in specially and technically fitting our boys and girls to earn a living. There is a great deal of sentiment that ends in sentiment regarding the so-called degradation of education and cultivation by connecting them with the idea of earning a living. I have no patience with those who think it beneath them to prepare in their education to make a good and independent living. In fact, education is not an end, it is a means, a preparation for such living. I may say, in passing, the business of life is to live.

There are many who are very ready to affirm that the schools have failed in their mission because pupils have not been trained to special callings in life. Others again, are just as ready to affirm that the schools should only cover that line of work mainly found in the text book and the old time course of study. The work should be literary, without reference in any way to the handicrafts.

As I see this question, all this confusion and evident contradiction arise from an incorrect and confused conception of what education really is. The best definition of this much defined term that I have yet met is, "A preparation for complete living." But it is useless to continue this theoretical discussion.

The question before us now is, What is manual education? What is its object or province? Can it be made a part of the public school course? How?

President Gilman, of the Johns Hopkins University, says: "A sharp distinction should be carefully observed between physical, manual, industrial and techni-

cal education." These terms are so little understood and, consequently, so often confused, that much that is said and written upon the subject is of small account and helps but little to instruct or guide.

Physical culture has reference to the development and training of the whole body; manual training to the hand and arm; industrial education covers a preparation for some calling or occupation; while technical education furnishes the special instruction and training in the theory, principles and sciences necessary to attain a high degree of excellence and efficiency in any profession or art.

The training of the hand as an instrument of the mind, and as an aid in developing and cultivating the faculties of the soul and the general education of the individual, is, without doubt, destined to receive far more attention by educators, and in the methods of instruction used in the schools, than at any time heretofore.

Lock, two hundred years ago, in his "Thoughts on Education," said: "To stir up vigor and activity in a dull boy you must employ him in some bodily labor whereby he may get a habit of doing something." This desire to do something is not second nature, but first nature to the child, and should not be neglected, but utilized in all stages and processes of education.

I think the value of manual training as a means of general education, and as a method of intellectual culture, and a means of promoting accurate expression, must be generally acknowledged. And I think further, that it has great value as a preparation for the industrial or professional pursuits, or for advanced technical

education, and I am forced to the conclusion that the time is not far in the future when it will take its place side by side with all other educational methods and processes.

Dr. Belfield, Director of the Chicago Manual Training School, says: "The American public school of today is not the school of a hundred years ago. It has accommodated itself, or, at least, has tried to accommodate itself to the increasing wants of the people. It has enlarged its curriculum to satisfy the demands of its patrons. To some who would confine its teaching to the three traditional 'three R's,' this is a matter of regret; to others it is the evidence of a healthy growth."

Can manual training be introduced into the public school? This is no longer an unanswered question. It is already an accomplished fact. Further discussion of this part of the subject is needless. It is now in successful operation in the public schools of a number of cities in the country, and the preliminary arrangements are completed for its introduction into the schools of many other cities.

It is worthy of notice that the pupils who have taken the manual training work in the schools where it has been introduced have not in any degree fallen behind in the regular text book course, although they have given several hours per week to the manual work. On the contrary, they have shown great zeal, aptness and application in the regular lesson work, and have maintained their standard through all the examinations.

In the annual report for 1883 I discussed this matter somewhat fully, and suggested the outline of a plan for its introduction in an economical way. I would refer

to what I said there and urge the Board to give to this subject of manual training in our public schools such consideration as its importance seems to demand.

PHYSICAL CULTURE.

The adage "A sound mind in a sound body," though old, has lost none of its force or truth. In these days of intellectual high pressure the importance, I may say necessity, for good health and physical endurance can hardly be questioned. As the body is the instrument as well as the dwelling place of the mind, it should be developed and trained to do the best service possible.

The interest felt in and the attention given to this subject by educators and educational institutions throughout the country, is pretty satisfactory evidence that its importance and value are recognized. There is scarcely a college, private school of any note, or city but what has already, or is about, to take the necessary steps to provide for suitable instruction and training in this department of education.

While we have done something our efforts have been in a large measure defeated on account of limited facilities in the matter of suitable rooms, apparatus and instruction. The necessity for intelligent and systematic instruction in this subject is admitted by all. How shall it be done? is the question awaiting an answer.

The first step undoubtedly is to provide a competent instructor to teach and train the pupils of the Normal School and the teachers in the other schools.

The next step is to make the best provision as to room that the school buildings and premises will permit. And here I might say that many of the school buildings have

ample courts, in many cases warmed, that can very easily be utilized for this purpose, if thought best.

In the next place provide such simple gymnastic apparatus as can be well and readily used. All this can be done at small cost and without in any large measure interrupting the present order of exercises.

The advantages that this instruction and physical training will bring to pupils and teachers in the development of the body and better health will more than compensate for the required labor and expense.

This work, of course, should be made a part of the course of study and receive the same supervision and care given to the other subjects.

I trust the Course of Study Committee will take early steps in perfecting the plan and methods for introducing this course of work into all the schools.

TEACHERS' INSTITUTE.

These are now held in the High School building six times during the year in alternate sections, Primary, Grammar and High School. The attendance, though all pecuniary penalty for non-attendance has been removed, has been very large. The interest on the part of the teachers generally is increasing. The influence of these meetings is seen and felt in all departments of our schools.

The first hour in the morning is devoted to exercises in music. The second hour mainly to professional work, and the last hour to a literary or scientific lecture of a high grade, given by one of recognized ability. Interspersed throughout the session are several recesses for social intercourse.

The leading object of these Institute meetings is to promote the inspiration and cultivation of the teachers.

Few realize the true nature and scope of education and the grade and character of the qualifications necessary to the teacher. Few also realize the narrowing tendency of special and professional work; none is more so than teaching. It requires vigorous and persistent effort on the part of the teaching profession to counteract this influence. This the Institute aims to do. How well it succeeds I leave for the teachers who attend to decide. This fact is plainly noticeable, that a striking relation exists between those who attend and take interest in the Institute exercises and progressive and successful teaching.

PRINCIPALS' MEETINGS OF CLASS TEACHERS.

In addition to the meetings of the Institute the principals meet their class teachers weekly or monthly, as they may desire, for advice, counsel or instruction. These conferences have become a strong feature in nearly all the schools. They have proved very influential and helpful in stimulating, encouraging and directing the teacher in her work. They afford an excellent opportunity for the principal to communicate systematically and definitely the instructions or suggestions of the Superintendent or the Board. Also to discuss and compare views as to principles and methods of instruction or discipline and management. Sometimes the meeting is with teachers of certain grades for special instruction or work in those grades.

By invitation the Superintendent has occasionally

been present at these meetings, and has uniformly found an excellent spirit of co-operation existing between principal and teachers. I take this occasion to earnestly commend these meetings, and I am satisfied if wisely and judiciously managed they will be found among the most helpful means within reach of the principal.

PRINCIPALS' ASSOCIATION.

The principals hold a monthly meeting of this Association in a room provided for it by the Board in the Washington Street School building. All the principals are members. The Superintendent is an honorary member and usually attends the meeting. The Association is largely attended, and the range, character and importance of the subjects considered, investigated and discussed, indicates unmistakably the intelligence and deep interest exhibited by the principals in the cause of education generally.

The Association has recently collected from all the large cities of the United States very full and complete information, and prepared and published a systematic and exhaustive report concerning the theories and methods of examination, rating and recording results, promotions, etc., as recommended and used in the cities heard from.

This report appeared in the "New England Journal of Education" and has been widely circulated and read throughout the country, being acknowledged the most exhaustive report of the kind ever made.

The value of the Association, as now conducted, is very great to the principals and the schools.

THE SUPERINTENDENT'S MEETING OF THE PRINCIPALS.

The first Wednesday afternoon of every month at 4.30 o'clock, in the High School building, the Superintendent meets the principals in conference concerning the interests of the schools. These meetings are cheerfully attended, nearly every principal being present at each session.

The entire management and instruction of the schools in all their details are fully and carefully considered, the Superintendent giving direction to the subjects considered.

The principals having the special supervision of the schools under their care, the Superintendent is enabled, through them, to reach promptly and efficiently every class. This distributive system of supervision, in my judgment, is not only economical but very efficient. I am enabled, through committees appointed by myself, upon which every principal cheerfully serves, to secure promptly any assistance needed in conducting examinations or any other work.

I attribute in a large measure the harmony prevailing in the schools, and the hearty co-operation of all the teachers in all the requirements of the Superintendent and the Board, to the influence of these frequent conference meetings of principals, teachers and Superintendent.

PARENTS AND TEACHERS.

The close relation existing between the children, and the parents and teachers, would seem to indicate the necessity of a good understanding between teacher

and parent. Everyone sees his own case from his own standpoint and with his own eyes. We all know the color of the glasses he wears gives color to the objects he sees.

The parent generally looks at the case of his own child from a very different standpoint than that from which the teacher views it. This is to be expected; the sympathies of the parent are naturally with the child. The facts in the case may not be, generally are not, before the parent. He, all things considered, generally believes his child. This is right and desirable; if it were not so what would become of confidence in the family or any where else.

I think, in a larger number of cases than is supposed, children are disposed to do about right in their daily conduct. The trouble is their views of what is right in cases under consideration may be, and generally are, more or less distorted from the fact that it is nearly impossible for any person to judge from an absolute standard of right in cases where he is personally interested. Personal prejudices and wishes will have their influence, however much we may desire otherwise.

The child goes to his home; his story is heard by a sympathizing parent. Can it be wondered at if the teacher's course sometimes, at least, is severely and perhaps unfairly criticised. Now, it is easy to understand that where there is no well understood relations existing between teacher and parent, serious misunderstandings and ill feelings are almost certain to arise, resulting in great harm to all concerned.

Again, parents do not always know all sides of the nature and character of their children, and very often

are very much surprised at the revelations made in school.

And further, it should not be forgotten that teachers are human and have some of the failings common to humanity, and are subject to many and sore trials. A knowledge of these facts by both parties will in most, if not all cases, prove of excellent service.

Without a mutual and a frank understanding of each other the teacher and parent work at a great disadvantage. The relation between them should rest upon mutual confidence, and should be characterized by frankness, forbearance, generosity and charity. To establish such relations should be the wish and aim of parents and teachers.

TEACHERS AND PUPILS.

Few know or realize the scope and influence of the teacher. Fewer still know or realize the superior value of character as contrasted with mere acquirement. Most people consider the one great object of education to be the obtaining in some way a sufficient capital in the form of knowledge to enable one to make his way in the world. These people never dream that the ultimate end and object of all true education should be intellectual power and moral character. The teacher should be concerned not so much about what one knows as how he uses what he knows.

Nothing touches the character of the pupil more surely or effectually than the personal influence of the teacher.

The necessity for a condition of mutual confidence and harmony between teacher and pupil will not be

denied by any thinking person. Without this confidence and this harmony the value of the teacher to the best interests of the pupil and the school generally will be practically worthless.

It often happens that the home influences and surroundings are anything but helpful to the child or the teacher. In such cases nearly all the sympathy and encouragement the unfortunate pupil ever receives is from the teacher.

The tendencies of the child can never be entirely eradicated or rooted out, but they may be developed and turned into other and better channels by the magnetic and sympathizing power of the devoted and large-souled teacher who has the unwavering confidence of her pupils. All such teachers teach more than they know; their power is measured by their influence over the child.

It is a sad sight to witness a teacher struggling to counteract and overcome the neglected or vicious training of the home; this is especially so when the teacher is deficient in a knowledge of child nature, and, as is generally the case under such circumstances, does not possess the sympathy and confidence of the child. I would urge all teachers to cultivate a close acquaintance with their pupils and thus come to know them so well that they can counsel and direct them in all matters pertaining to their best good.

SUMMARY OF THE PAST DECADE.

It seems fitting, in closing this my eleventh annual report, that I should present a brief survey of the work done in our schools since I entered upon the Superin-

tendency. It is not with personal pride, or for the purpose of arrogating to myself any credit for what has been done during this decade, that I present this summary. It is that the Board may see at a glance, and with reasonable satisfaction, the progress made under its judicious and energetic management.

At the opening of the school year in September, 1877, I assumed the duties of the office of City Superintendent, and at once began to investigate and study the schools with reference to their condition as to organization, course of study, discipline, methods of instruction pursued and their needs in general. I need not tell the Board this work was laborious and responsible. How well it has been done I leave for the present condition of the schools to answer.

The population has increased 23 per cent. from 1875 to 1887; the school population from 1877 to 1887 21 per cent. This rate of increase has been uniform and steady.

The number of school buildings in use by the Board in 1877 was 26; in 1887 the number was 41, an increase of 15, or 57.6 per cent., showing a larger increase in the school accommodations than in the growth of population.

The number of new buildings erected was eight, located in the Sixth, Eighth, Tenth, Eleventh, Twelfth, Thirteenth and Fourteenth Wards. This does not include the two buildings now being erected in the Sixth and Twelfth Wards, which will be ready for use sometime during the present year. The number enlarged during the same time was 12, located in the First, Second, Fifth, Sixth, Seventh, Eighth, Tenth, Twelfth and

Thirteenth Wards. This does not include the enlargement now being made to the Miller street house. This showing certainly indicates commendable energy on the part of the Board.

The estimated value of the school property in 1877 was $867,000; in 1887 it was $1,184,500, an increase of $367,867, or 31 per cent.

The seating capacity of the school buildings in 1877 was 15,347; in 1887, about 20,517, an increase of 5,170, or 33.7 per cent. This is another evidence that the Board is successful in its efforts.

The enrollment for 1877 was 17,870; for 1887, 22,585, an increase of 4,715, or 26.3 per cent. The average attendance for the same period was in 1877, 11,235; in 1887, 15,672; increase, 4,439, or 39.5 per cent.

The number of teachers in the employ of the Board for 1877 was 250; in 1887, 389; increase, 139, or 55.5 per cent. This does not include the evening school teachers. This increase is due to two causes, one the larger number of children attending, the other the wisdom of the Board in reducing the size of many classes, particularly in the primary schools, from 70 to 80 and over, to from 50 to 60. This was the first great step toward improvement.

The reorganization of the Normal School and the Teachers' Institute and the establishment of a training school, thereby providing for the better training of the teachers, made it possible to introduce better methods of classification, instruction and discipline. A single illustration will suffice to show the effect of better management in conducting the schools. In 1877 the cases of tardiness for the entire city were about 15,000; in

1887, 7,000, a decrease of over 50 per cent. The same can be said in regard to the use of punishment and to discipline in general.

The courses of study have been revised, systematized and greatly improved. The examinations have been reduced in number and in many ways better adapted to the purposes of the schools. The good effects of these improvements are seen and felt in every class room of our city.

In concluding I would express to the principals and the teachers my thanks for their sympathy and co-operation.

To the Board I again express thanks for the support cheerfully extended to me.

Respectfully submitted,

WM. N. BARRINGER,

City Superintendent of Public Schools.

NEWARK, January 27, 1888.

PART III.

Appendix

School Directory—Buildings.

SCHOOL DIRECTORY.

BUILDINGS.

HIGH.

Location, Washington street, corner Linden.
Erected, 1853–54.
Opened, January 7th, 1855.
Enlarged, 1883.
Improved, 1886.
Class-Rooms, Seventeen.

Janitor, RICHARD WHITE, 196 Plane street.

BURNET STREET.

Location, Burnet street, between Orange and James.
Erected, 1868–69.
Opened, September 6th, 1869.
Class-Rooms, Fourteen.

Janitor, JOSEPH GLASS, 250 High street.

EAGLES STREET.

Location, No. 9 Eagles street, near Orange.
Rented.
Opened, September 12th, 1887.
Class-Room, One.

Janitor, JOSEPH GLASS, 250 High street.

STATE STREET.

Location, State street, near Broad.
Erected, 1846–47.
Opened, 1874.
Enlarged, 1882.
Class-Rooms, Ten.

Janitor, FRANCIS J. GRIFFIN, 50 M. & E. R. R. avenue

MARKET STREET.

Location, Market street, near the Court House.
Erected, 1847.
Opened, January 2d, 1848.
Enlarged, 1883.
Class-Rooms, Eight.

Janitor, ANDREW BRADY, 16 Maiden lane.

WASHINGTON STREET.

Location, Washington street, near Kinney.
Erected, 1868.
Opened, September 3d, 1868.
Class-Rooms, Fifteen.

Janitor, ISAAC S. ELY, 51 Hill street.

MARSHALL STREET.

Location, Marshall street, corner Coe's place.
Rented.
Opened, October 23d, 1882.
Class-Rooms, Four.

Janitor, MRS. JAMES COZINE, 33 Coe's place.

LAWRENCE STREET.

Location, Lawrence street, foot of Clinton.
Erected, 1872–73.
Opened, September 1st, 1873.
Class-Rooms, Twelve.

Janitor, DAVID MORROW, 17 Lawrence street.

COMMERCE STREET.

Location, Commerce street, east of Lawrence.
Erected, 1846–47.
Opened, September, 1880.
Class-Rooms, Six.

Janitor, SAMUEL R. CARR, 299 Market street.

COLORED.

Location, rear of Commerce street building.
Erected, 1860.
Enlarged, 1868.
Opened, as a Colored School, 1874.
Class-Rooms, Four.

Janitor, SAMUEL R. CARR, 299 Market street.

LAFAYETTE STREET.

Location, Lafayette street, corner Prospect.
Erected, 1848–49.
Opened, July 27, 1849.
Enlarged, 1863; 1870–71; 1881; 1884.
Class-Rooms, Fifteen.

Janitor, PETER BIRCH, 78 Lafayette street.

NEWTON STREET.

Location, Newton street, near South Orange avenue.
Erected, 1866–67.
Opened, September, 1867.
Enlarged, 1868.
Burned, June, 1871.
Rebuilt, September-October, 1871.
Enlarged, 1873.
Class-Rooms, Seventeen.

Janitor, THOMAS H. DUFFY, 155 South Orange avenue.

CAMDEN STREET.

Location, Camden street, near Sixteenth avenue.
Erected, 1883–84.
Opened, September 5th, 1884.
Class-Rooms, Twelve.

Janitor, JACOB KERN, 302 Camden street.

SOUTH TENTH STREET.

Location, South Tenth street, corner Blum.
Erected, 1870.
Opened, January 2d, 1871.
Enlarged, 1879.
Class-Rooms, Nine.

Janitor, NICHOLAS MORGENSTERN, 68 Holland street.

HOLLAND STREET.

Location, 23 Holland street, rear.
Rented.
Opened, May 3d, 1887.
Class-Rooms, Two.

Janitor, NICHOLAS MORGENSTERN, 68 Holland street.

WICKLIFFE STREET.

Location, Wickliffe street, corner School.
Erected, 1848–49.
Opened, as a Grammar School, 1849.
Opened, as a Primary School, September 1st, 1873.
Class-Rooms, Six.

Janitor, Elizabeth Walsh, rear of school.

SUMMER AVENUE.

Location, Summer avenue, near Second.
Erected, 1883–84.
Opened, September 5th, 1884.
Class-Rooms, Twelve.

Janitor, Gottfried Bieber, 33 Bloomfield avenue.

SUMMER AVENUE ANNEX.

Location, Summer avenue, corner Kearney street.
Rented.
Opened, November 19th, 1877.
Class-Room, Two.

Janitor, Mrs. Mary A. Bennett, 23 Bloomfield ave.

WEBSTER STREET.

Location, Webster street, corner Crane.
Erected, 1855–56.
Opened, April 20th, 1857.
Class-Rooms, Twelve.

Janitor, Andrew Colby, 18 High street.

BLOOMFIELD AVENUE.

Location, 35 Bloomfield avenue, near Rowland street.
Rented.
Opened, April 4th, 1887.
Class-Rooms, Two.

Janitor, FRANK D. A. CONGER, 31 Rowland street.

ELLIOT STREET.

Location, Elliot street, corner Summer avenue.
Erected by Woodside Township.
[Woodside annexed, April 5, 1871.]
Opened, September, 1871.
Rebuilt, 1881.
Class-Rooms, Four.

Janitor, JAMES WOODHOUSE, 181 Oraton street.

CHESTNUT STREET.

Location, Chestnut street, near Mulberry.
Erected, 1859 60.
Opened, September 24th, 1860.
Enlarged, 1870.
Class-Rooms, Sixteen.

Janitor, SAMPSON SIMMONS, 49 Arlington street.

OLIVER STREET.

Location, Oliver street, near Pacific.
Erected, 1869.
Opened, September 6th, 1869.
Class-Rooms, Fifteen.

Janitor, JAMES G. SCOTT, 121 Oliver street.

SOUTH STREET.

Location, South street, corner Hermon.
Erected, 1883–84.
Opened, September 5th, 1884.
Class-Rooms, Ten.

Janitor, JAMES MCGEE, 124 Tichenor street.

WALNUT STREET.

Location, Walnut street, near Jefferson.
Erected, 1862.
Opened, January, 1863.
Remodeled, 1877.
Class-Rooms, Eight.

Janitor, WILLIAM HUNT, 214 Elm street.

HOUSTON STREET.

Location, Houston street, near New York avenue.
Erected, 1879 (on leased ground).
Opened, September, 1879.
Class-Rooms, Two.

Janitor, JOHN RYNO, 37 Houston street.

SOUTH EIGHTH STREET.

Location, South Eighth street, near Central avenue.
Erected, 1872–73.
Opened, September 1st, 1873.
Class-Rooms, Twelve.

Janitor, WILLIAM J. HEDRICK, 508 Warren street.

ROSEVILLE AVENUE.

Location, Roseville avenue, near Orange street.
Erected, 1883–84.
Opened, April 16th, 1884.
Class-Rooms, Six.

Janitor, JAMES QUINN, 52 Bergen street,

NORTH SEVENTH STREET.

Location, North Seventh street, near Fifth avenue.
Erected, 1860, on Roseville avenue site.
Removed, 1874, to its present location.
Opened, September 6th, 1874.
Class-Rooms, Three.

Janitor, GEORGE VAIL, 136 North Fifth street.

SOUTH MARKET STREET.

Location, South Market street, corner Mott.
Erected, 1855–56.
Opened, May 4th, 1857.
Class-Rooms, Twelve.

Janitor, MICHAEL CLARK, 17 Magazine street.

SOUTH MARKET STREET ANNEX.

Location, South Market street, corner Fillmore.
Rented.
Opened, April 7th, 1884.
Class-Room, One.

Janitor, MRS. MARY LYNN, 634 Market street.

BOWERY STREET.

Location, Bowery street, near Richards.
Rented.
Opened, November 18th, 1885.
Class-Rooms, Two.

Janitor, MRS. MARY A. CONNELLY, 126 Bowery street.

HAMBURG PLACE.

Location, Hamburg place, near Ferry street.
Erected, 1881–82.
Opened, April 10th, 1882.
Enlarged, 1885–86.
Class-Rooms, Fourteen.

Janitor, MRS. MARGARET WECKENMANN, 42 Wall st.

MORTON STREET.

Location, Morton street, corner Broome.
Erected, 1851.
Opened, November 24th, 1851.
Enlarged, 1861; 1869; 1881.
Class-Rooms, Nineteen.

Janitor, CHARLES ZAHN, 175 West Kinney street.

EIGHTEENTH AVENUE.

Location, Eighteenth avenue, corner Livingston street.
Erected, 1871.
Opened, September, 1871.
Class-Rooms, Seventeen.

Janitor, CHARLES E. GERNDT, 78 Boyd street.

MONMOUTH STREET.

Location, Monmouth st., bet. Spruce and Montgomery.
Erected, 1886–87.
Opened, May 2d, 1887.
Class-Rooms, Sixteen.

Janitor, WILLIAM OVERGNE, 100 Waverly place.

MILLER STREET.

Location, Miller street, near Sherman avenue.
Erected, 1880–81.
Opened, June 1st, 1881.
Enlarged, 1887–88.
Class-Rooms, Fourteen.

Janitor, JOHN HEWITT, Belmont ave. near Clinton ave.

CENTRAL AVENUE.

Location, Central avenue, near Newark street.
Erected, 1871–72.
Opened, September, 1872.
Class-Rooms, Fourteen.
Janitor, THOMAS JOHNSON, 66 Newark street.

LOCK STREET.

Location, Lock street, bet. Central and Sussex avenues.
Erected, 1866–67.
Opened, April, 1867.
Class-Rooms, Four.
Janitor, DAVID LOGAN, 140 Sussex avenue.

INDUSTRIAL SCHOOLS.

JAMES STREET.

Location, No. 8 James street.
Class-Rooms, Three.
Janitor, LOUIS V. HANKE, resides in the building.

CLOVER STREET.

Location, Clover street, near Merchant.
Class-Rooms, Two.

These buildings are owned by corporations, from whom the Board rents school rooms.

School Directory—Teachers.

SCHOOL DIRECTORY.

TEACHERS.

NAME.	SCHOOL.	RANK.	ADDRESS.
Adams, Alvia C.....	South Eighth St. G.	Assistant ..	17 Gould ave.
Adams, Myra W..... ...	Webster St. P....	"	351 Belleville ave.
Alden, Mary L.....	Bowery St. P.....	"	32 Coe's place.
Allen, Ardelia H	High	2d Ass'nt..	63 New st.
Allen, Georgiana.....	Summer Ave. P...	Assistant ..	69 Mt. Pleasant av
Allen, Jane E.....	Washington St. G.	V. Principal	39 Franklin st.
Alyea, Cornelia L.....	Lawrence St. P....	Assistant ..	3 Eighth ave.
Anderson, Henry S.....	Camden Street P..	Principal ..	230½ S. Sixth st.
Anthony, Lizzie.....	Wickliffe Street P.	Assistant ..	7 Burnet st.
Antz, Natalie	High	3d Ass't...	56 Taylor st.
Aschenbach, M. Amelia....	Camden Street P..	Assistant ..	S. Orange av, Vailsburg, N. J.
Aschenbach, Mary C	South Tenth St. P.	H'd Ass'nt.	Vailsburg, N. J.
Avery, Sarah A.....	Central Ave. P....	Assistant ..	122 Halsey st.
Bacheller, Estelle H.....	Camden Street P..	Assistant ..	27 Boston st.
Baird, Margaret.	18th Avenue Int...	V. Principal	102 Sherman ave.
Baldwin Anna A	Newton Street G..	Assistant .	27 Bathgate place.
Baldwin, E. Belle.....	Morton Street P..	"	155 Garside st.
Baldwin, Emma F..	Hamburg Place Int	V. Principal	23 Warwick st.
Baldwin, Lucasta C.....	N. Seventh St. P..	Assistant ..	37 Myrtle ave.
Baldwin, Mary A.....	Sum'r Av. An'x P.	H'd Ass'nt	41 Fulton st.
Baldwin, M. Lilian... ...	Chestnut St. G	Assistant ..	71 Pennsylva'a av.
Balevre, Catharine A.....	Morton Street P...	"	215 S. Sixth st.
Ball, Harriet E.....	18th Avenue P ...	"	134 Monmouth st.
Baxter, James M.....	Colored	Principal ..	15 Elm st.
Beach, Hattie J.....	Newton Street P..	Assistant ..	249 Norfolk st.
Beam, Sarah E.....	Oliver Street G...	1st Ass'nt..	23 Warwick st.
Beardsley, Emma E.....	Chestnut St. G....	Assistant ..	40 Spruce st
Bedell, Mary E.....	South Street P	"	423 Plane st.
Belcher, Elizabeth H.....	Commerce St. P....	V. Principal	Clinton av..Irv'g'n
Bennett, Laura J.....	Burnet Street G....	1st Ass'nt..	203 N. Sixth st.
Bensen, Carrie W....	S. Market St. G....	Assistant ..	117 Elm st.
Berry, Arisena.....	Monmouth St. P..	"	47 Parkhurst st.
Berry, Estelle V.....	Miller Street P....	"	47 Parkhurst st.
Bingham, Lizzie M..	Wickliffe Street P.	"	163 Academy st.
Bird, Mary R.....	Lafayette Street P.	"	113 Bruen st.
Bissell, Wm. E	Burnet Street G...	Principal .	22 Summit st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Bogan, Margaret A.	Hamburg Place P.	Assistant	116 Union st.
Boughner, Emily	So. Market St. G.	"	287 Walnut st.
Bowers, Ida	Monmouth St. P.	H'd Ass'nt.	46 Orange st.
Bowers, Sarah E.	Burnet Street P.	Assistant	46 Orange st.
Brackin, M. Fannie	Webster Street P.	"	22 Mt. Prospect av
Brant, Elizabeth V	Morton Street G.	"	21 Arch st.
Branum, Sarah N.	Chestnut Street P.	1st Ass'nt.	26 Chestnut st.
Brookfield, Eliza A	State Street P.	Principal	100 Central ave.
Brookfield, Sarah A. B	State Street P.	Assistant	100 Central ave.
Buchanan, Fanny L.	Lawrence Street P.	"	201 Mt. Pleas't av
Buehler, Annie J.	So. Market St. P.	"	81 Oxford st.
Burgyes, Annie S.	South 8th St. P.	"	21 Bathgate place.
Burgyes, Edith	Camden Street P.	"	21 Bathgate place.
Burns, Mary C	Lafayette Street P.	"	36 Elm st.
Burritt, Eva E.	Elliot Street P.	"	27 Brunswick st.
Bush, Ida J.	Lock Street P.	"	161 Garside st.
Buttle, Irene M.	Lafayette Street P.	"	40 Elm st.
Camden, Marian D.	Burnet Street P.	V. Principal	236 High st.
Canfield, Jennie B.	Central Avenue G.	Assistant	116 Orange st.
Carter, S. Fannie	Miller Street P.	Principal	33 Frel'ghuysen av
Cation, Lizzie	Morton Street P.	Assistant	54 Orchard st.
Chase, Eva	Lafayette Street G.	V. Principal	1 Sherman ave.
Chedister, Louise	Morton Street P.	V. Principal	94 Court st.
Clark, Joseph	Lafayette Street G.	Principal	48 E. Kinney st.
Clark, Laura A.	Miller Street P.	Assistant	92 Miller st.
Clark, Mary M.	18th Avenue P.	"	11 Miller st.
Clarke, Agnes B.	Hamburg Place P.	H'd Ass'nt.	181 Walnut st.
Coe, Cornelia S.	Commerce St. P.	Assistant	74 State st.
Coe, Jessie L.	Webster Street P.	"	74 State st.
Coe, Susie H.	Morton Street P.	"	105 Court st.
Coleman, Mary A.	Washington St. P.	"	13 Marshall st.
Collard, Thomas T.	Market Street P.	Principal	23 Kearney st.
Cone, Anna G.	Newton Street P.	Assistant	119 Wickliffe st.
Conn, Anna C.	Hamburg Place P.	"	48 Eighth ave.
Conover, Margaret D.	Lawrence Street P.	"	45 Division place.
Conover, Susie B.	State Street P.	"	45 Division place.
Cook, Laura	Central Avenue G.	"	69 Eighth ave.
Cornish, Lydia R.	Market Street P.	"	178 Washington st
Cornwell, Gertie L.	Marshall Street P.	"	17 Orleans st.
Cory, Mrs. Catharine B.	James Street Ind.	Principal	51 Bleecker st.
Cottrell, Katherine	Burnet Street P.	Assistant	1 Eighth ave.
Coult, Eliza A.	Summer Ave. P.	"	50 Broad st.
Courtois, Trinette H.	Burnet Street P.	"	68 Burnet st.
Crane, B. Flora, M. Ph.	High	1st Ass'nt.	44 N. Eleventh st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Crane, Emma S.	Burnet Street P.	Assistant	53 Halsey st.
Crane, Helen S.	Washington St. P.	"	95 W. Kinney st.
Crater, Georgia B.	Marshall Street P.	V. Principal	17 Court st
Crosby, Esther J.	Burnet Street G.	"	37 Burnet st.
Curtis, Annie E.	Webster Street Int.	"	34 Evergreen pl., E. Orange.
Dana, Caroline R.	Monmouth St. P.	Assistant	15 Baldwin st.
Davidson, H. Adelaide	Hamburg Place P.	"	104 Congress st.
Dawson, H. T., A. M., Ph. D.	High	1st Ass'nt.	16 Rowland st.
Day, Annie C.	Washington St. G.	Assistant	28 Parkhurst st.
Day, Margaret A.	Washington St. G.	"	28 Parkhurst st.
Day, Stephen S.	Newton Street G.	Principal	257 Clinton ave.
Dean, Charlotte W.	Central Ave. P.	Assistant	180 Washington st
Dean, G. Julia	Morton Street G.	"	180 Washington st
Dean, M. Ida	Central Ave. G.	1st Ass'nt.	180 Washington st
DeCamp, Emma L.	Clover Street Ind.	Principal	264 S. Eighth st.
Delano, Laura C.	Walnut Street P.	Assistant	58 New st.
Dettmer, Juliet.	Sum'r Av. An'x P	"	258 Belleville ave.
Dey, Lurena.	Newton Street P.	"	206 First st.
Dodge, Ruth C.	State Street P.	"	37 Burnet st.
Donnelly, Anna T.	Central Ave. P.	"	205 N. Fourth st.
Donnelly, Mary M.	Burnet Street G.	"	205 N. Fourth st.
Doremus, Jessie K.	Washington St. G.	"	238½ Belleville av.
Dougall, Elizabeth W.	Summer Ave. G.	1st Ass'nt.	360 Bank st.
Dougall, Mary A.	South 8th Street G.	V. Principal	360 Bank st.
Dougall, Wm A., A. M.	South 10th St. P.	Principal	360 Bank st.
Dougherty, Henry J.	Walnut Street P.	Principal	186 Washington st
Drake, Belle.	South 10th St. P.	Assistant	20 Centre st.
Drew, Minnie I	So. Market St. P.	"	44 Jefferson st.
Duncan, Lucy G.	Newton Street P.	"	140 Elm st.
Dunn, Alice N.	Wickliffe Street P.	"	53 S. Eleventh st.
Dunnell, Anna C.	South 8th Street P.	V. Principal	Linden av., Bl'm'd
Durand, S. Eveline.	18th Avenue P.	Assistant	424 Washington st
Durland, Lillie E.	Roseville Ave. P.	"	39 Gray st.
Dusenberry, Emily T.	18th Avenue P.	"	86 Orchard st.
Eagles, Annie McLeod.	Central Avenue P.	Assistant	273 High st.
Ellis, Walton N.	Music Teacher.	Special	177 Quincy, Br'kl'n
Ellyn, Lizzie	Lafayette Street P.	Assistant	899 Broad st.
Elston, M. Ella	Central Avenue G.	"	7 Baldwin st.
Enders, J. Virginia.	Camden Street P.	"	141 Bank st.
Fawcett, Sara A.	Drawing Teacher.	Special	498 Broad st.
Finter, Ella S.	Market Street P.	Assistant	108 Congress st.
Finter, Emma.	Oliver Street P.	V. Principal	108 Congress st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Fitz-Gerald, Helen D.....	Newton Street P...	Assistant ..	122 Wickliffe st.
Fletcher, Alice M.....	Central Avenue P.	V. Principal	183 Fairmount av.
Forbes, Mrs. Isabella.....	Newton Street G..	Assistant ..	117 Wickliffe st.
Force, Annie M.....	Washington St. G.	"	204 Jacks'n av, J.C.
Forman, George.....	Monmouth St. P..	Principal ..	297 S. Seventh st.
Forster, Millie A.....	High	2d Assistant	1001 Broad st.
Fort, Fred. W., A. M.....	Hamburg Place Int	Principal ..	33 S. Tenth st.
Fowler, Helen M.....	Central Avenue P.	Assistant ..	25 New st.
Fowler, Julia K.....	Bowery Street P..	"	25 New st.
Foxcroft, Jennie I.....	State Street P. ...	"	13 Carteret st.
Freer, Lucy M.....	High.....	3d Assistant	50 Broad st.
Garabrant, Laurilla.....	Walnut Street P ..	Assistant ..	171 Oliver st.
Garrabrant, Anna L.....	Webster Street Int.	"	29 N. Ninth st.
Gaston, Kate L.....	South 8th St. P....	"	192 Roseville ave.
Gemar, Jennie A.....	Hamburg Pl. Int..	"	203 Main st., E. O.
Geraghty, Linda M.... ...	Morton Street G..	"	114 New st.
Giffin, Wm. M., A. M.....	Lawrence Street G.	Principal ..	195 S. Sixth st.
Gillott, M. Augusta.....	Lock Street P	V. Principal	21 Actien st.
Gleason, C. H..	Summer Ave. G. .	Principal ..	102 Gouverneur st
Glorieux, Louise H	Morton Street P...	Assistant ..	98 W. Kinney st.
Glover, Flora I.....	So. Market St. G..	"	127 Commerce st.
Gore, Belle M.....	Summer Ave. G...	"	110 Third ave.
Gould Frances V.....	South 8th Street P.	"	24 Gould ave.
Gould, Sarah M...	Webster Street Int.	"	120 Garside st.
Green, Agnes B.....	Chestnut Street G.	1st Ass'nt..	40 Camp st.
Greene, Clara W.....	High..	V. Principal	19 W. Park st.
Gregory, Benjamin C.....	Washington St. G.	Principal ..	216 Belleville av.
Gregory, Virginia G.... ..	Camden Street P..	Assistant ..	40 N. Eleventh st.
Grover, Isabella G.....	Washington St. P.	"	97 Court st.
Hall, Juliet N.....	S Market St An'x P	Assistant ..	70 Front st.
Hallock, J. A.....	Webster Street Int.	Principal ..	106 Bloomfield av.
Hallock, Sarah L.....	Webster Street P..	Assistant ..	106 Bloomfield av.
Hampson, Ruth L	Oliver Street G....	"	311 Broome st.
Hampton, Belle.....	Newton Street P..	"	351 Plane st.
Hancock, Phebe...	Lawrence Street G.	V. Principal	40 Columbia st.
Hand, Lydia W...	Morton Street G..	1st Ass'nt..	Bruen av., Irv'gt'n
Hanford, Juliette K.....	Roseville Ave. P..	Assistant ..	177 N. Seventh st.
Harring, Frances M..	Summer Ave. G ...	"	174 Summer ave.
Harrington, Emma V.....	Hamburg Place P.	"	39 Pacific st.
Harris, Laura L.....	Miller Street P ...	"	50 Miller st.
Hatcher, Ida M.....	Oliver Street G....	"	28 Frel'ghuysen av
Haulenbeck, Caroline Y...	Roseville Ave. P..	"	49 N. Eleventh st.
Healey, M. Adelaide.....	Oliver Street G....	"	70 Brunswick st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Heeley, Lottie H	Wickliffe Street P.	Assistant	55 Howard st.
Hennion, Mary A	Chestnut Street G.	H'd Ass'nt	49 Columbia st.
Hennion, Mary P	Summer Avenue P.	Assistant	202 Summer ave.
Henson, Ellen A	Roseville Ave. P.	"	568 Orange st.
Hill, Laura E	Camden Street P.	"	49 Nelson place.
Hill, Lillie A	Camden Street P.	"	49 Nelson place.
Hilton, Mary L	South 10th Street P	"	247 S. Eighth st.
Hines, Ella M.	Chestnut Street P.	"	19 South st.
Hochkins, Julia L	Camden Street P.	"	253 S. Eighth st.
Holbrook, Caroline A. F.	Commerce Street P	"	34 Park st.
Holloway, Julia S	Washington St. G.	"	186 Washington st
Hollum, Margaret	Central Avenue G.	"	175 James st.
Hoppaugh, Abbie J	Walnut Street P	"	37 Lafayette st.
Hoppaugh, Annie O	Oliver Street G.	"	37 Lafayette st.
Hopping, Susie C	Hamburg Place P.	"	106 Elm st.
Horn, Matilda	Monmouth Street P	"	131 Prince st.
Hovey, E. O., A. M	High	Principal	30 Orleans st.
Howard, Anna M	Newton Street P.	Assistant	346 Elm st.
Howell, Pamela	Summer Avenue G.	"	33 Clark st.
Hutchings, Carrie C	Walnut Street P.	H'd Ass'nt.	58 Hamilton st.
Hutchings, Emma L	Newton Street P.	V. Principal	S. Orange, N. J.
Ingalsbe, Caroline A	18th Avenue P.	Assistant	294 Mulberry st.
Issler, Emma A	Morton Street P.	H'd Ass'nt.	32 Nelson place.
Jackson, Hattie G	Washington St. G.	Assistant	129 Arlington st.
Jackson, Ida M	Holland Street P.	"	299 Washington st
Jenkinson Harriet K	State Street P.	"	24 Baldwin st.
Johnson Alice E	S. Market Street P.	V. Principal	69 Adams st.
Johnson, Alice I	Morton Street G.	Assistant	104 Thirteenth av.
Johnson, Caroline	18th Avenue P.	"	278 Academy st.
Johnson, Jane E	Normal	Principal	19 Bathgate place.
Johnson, Mrs. M. Louisa	James Street Ind.	Assistant	23 S. 13th st.
Jones, Laura	Hamburg Place P.	"	204 New st.
Kayser, Chas. F	High	1st Ass'nt.	137 Washington st
Keene, Ednah J	Monmouth Street P	Assistant	102 Warren st.
Kempf, Emily M	Summer Avenue G.	1st Ass'nt.	39½ Sixth ave.
Kennedy, J. Wilmer	18th Avenue Int.	Principal	577 Broad st.
Kent, Caroline J	James Street Ind.	Assistant	102 Ridgewood av.
Kerns, M. Lizzie	Burnet Street G.	1st Ass'nt.	21 Halsey st.
Kinsey, Elizabeth D	Lawrence Street G.	"	10 South st.
Kirkpatrick, Mary D	South Street P.	Assistant	58 New York av.
Kitchell, Agnes	Webster Street P.	"	247 Broad st.
Klotz, Elizabeth D	South 10th Street P	"	26 State st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Lambson, Belle	Central Avenue G.	Assistant	30 Nelson place.
Landmesser, Elizabeth	State Street P.	"	47 Plane st.
Lawrence, Mary	Burnet Street G.	1st Ass'nt.	35 Nichols st.
Lawrence, Minnie J	Washington St. G.	"	53 Academy st.
Layton, Julia N	Miller Street P.	"	58 Wright st.
Leary, Margaret A	S. Market Street P.	Assistant	105 Commerce st.
Lehman, Minnie	South Street P.	"	211 Thomas st.
Lennon, Elizabeth A	S. Market Street G.	1st Ass'nt.	53 Jefferson st.
Leyden, Eliza	High.	"	10 Rowland st.
Ludlow, L. Belle	Oliver Street P	Assistant	70 New York ave.
Lutz, M. Anna	South 10th Street P	"	5 Arch st.
Maclay, Mary E	Oliver Street P.	Assistant	87 Union st.
Maclure, David	Chestnut Street P	Principal	193 S Sixth st.
Martin, Adelyn C	Chestnut Street P	Assistant	24 Astor st.
Martin, Lizzie P	Walnut Street P.	"	18 Goble st.
Martin, May	Marshall Street P.	"	16 Oak st.
Martin, May Axford	Oliver Street P.	"	49 Pennington st.
Mason, Julia A	Colored	"	82 Orange st.
Mathews, B. C	High.	1st Ass'nt.	58 Lincoln ave.
McClure, Joanna M	South 10th Street P	Assistant	117 Wickliffe st.
McClure, Rebecca	Newton Street G	"	117 Wickliffe st.
McHugh, Abbie P	Wickliffe Street P.	"	162 Garside st.
McIntyre, Adelina	Colored	"	Post Office Build'g
McKeon, Annie	Lawrence Street G.	"	108½ Garside st.
McLeod, Eunice A	Elliot Street P.	Principal	98½ Green st.
McNeill, Mary A	North 7th Street P.	Assistant	192 Roseville ave.
Merry, Grace	Lafayette Street P.	"	19 Lombardy st.
Merry, Julia	High.	3d Ass'nt.	19 Lombardy st.
Merry, Sara E	Burnet Street P.	Assistant	19 Lombardy st.
Mershon, Mary A	Wickliffe Street P	Principal	141 Camden st.
Mikels, Jessie B	Webster Street Int.	Assistant	230 Garside st.
Millen, Emma	South 8th Street G.	"	99 Congress st.
Miller, Adelaide D	Lock Street P.	"	137 Bank st.
Miller, Annie M	Chestnut Street P.	V. Principal	37 Columbia st.
Miller, Caroline D	Wickliffe Street P	Assistant	137 Bank st.
Miller, Mattie M	Walnut Street P.	"	214 Mulberry st.
Miller, M. Ella	Newton Street G	"	58 S. Orange ave.
Milligan, Irene S	Lawrence Street P.	"	178 Ferry st.
Mills, Lydia, A	Lafayette Street G.	"	218 Walnut st.
Mock, Kate E	Camden Street P.	"	87 Wickliffe st.
Moore, Elizabeth	18th Avenue P.	"	58 Wright st.
Moore, Elizabeth A	South Street P.	"	125 Pennington st.
Moore, Elizabeth N	Hamburg Place P.	"	41 Essex st.
Moore, Hannah	South Street P.	H'd Ass'nt.	118 Miller st.

TEACHERS—Continued.

Name.	School.	Rank.	Address.
Moore, M. Alice	Miller Street P.	Assistant	101 Thomas st.
Moorhouse, Mary J.	Lafayette Street G.	H'd Ass'nt.	24 Oak st.
Morehouse, Carrie E.	Miller Street P.	Assistant	70 Murray st.
Morgan, Emma	Newton Street P.	"	18 Mercer st.
Morgan, Maria E.	Central Avenue G.	V. Principal	122 N. Sixth st.
Morris, M. Jennie	Miller Street P.	Assistant	132 Penns'lva'a av
Mulford, Emma C.	Hamburg Place P.	"	611 Broad st.
Mullison, Harriet W.	Clover Street Ind.	"	104 Court st.
Murphy, Eliza	Summer Avenue G.	V. Principal	236 Garside st.
Myer, Eva	State Street P.	H'd Ass'nt.	8 State st.
Myrick, Eliza J.	Elliot Street P.	Assistant	154 High st.
Nebinger, Mary G.	Chestnut Street P.	Assistant	504½ Washingt'n st
Olmstead, Mary	High.	2d Ass'nt.	East Orange.
O'Rourke, Mary A.	Hamburg Place P.	Assistant	98 Washington st.
Ortland, Emma E.	18th Avenue P.	"	43 West st.
Osborne, Clara L.	Monmouth Street P	"	83 Court st.
Parker, Isabel A.	Burnet Street G.	Assistant	21 Halsey st.
Parker, Mary M.	South Street P.	"	23 Franklin st.
Peck, Adelaide	18th Avenue Int.	"	122 Brunswick st.
Peer, E. Jane	18th Avenue P.	"	127 Arlington st.
Pierson, Eliza H.	Lawrence Street G.	"	24 Oak st.
Poinier, Alice B.	High.	3d Ass'nt	41 South st.
Post, Ida A.	Washington St. P.	Assistant	1181 Broad st.
Potter, S. Emily	Marshall Street P.	"	17 West Park st.
Price, Lillian L.	Morton Street P.	"	375 Washington st
Price, M. Henrietta	Oliver Street G.	"	27 Pacific st.
Price, Mary H	Monmouth Street P	"	303 Belleville ave.
Putnam, Ella E.	High.	3d Ass'nt	66 Oriental st.
Quinlan, James M., A. M.	High.	1st Ass'nt.	23 Bathgate place.
Quinlan, Margaret G.	South 8th Street P.	Assistant	23 Bathgate place.
Randall, G. Adelaide	South Street P.	Assistant	199 Walnut st.
Ranke, Ida M	Lock Street P.	"	96 High st.
Rarick, Isadora B.	Chestnut Street G.	"	96 Sheffield st.
Rasch, Margaret A.	18th Avenue P.	"	167 Boyd st.
Reeve, Ella A.	S. Market Street P.	"	110½ Bleecker st.
Reeve, M. Emma	Burnet Street G.	"	11 Linden st.
Reeve, Virginia R.	State Street P.	"	89 New st.
Richards, Lucy A.	Elliot Street P.	3d Ass'nt	21 Taylor st.
Richards. Mary H.	High.	Assistant	21 Taylor st.
Richardson, Marion	Chestnut Street P.	"	61 Miller st.

TEACHERS—Continued.

Name.	School.	Rank.	Address.
Righter, Marietta	S. Market Street G.	Assistant	68 Mt. Pleasant av
Riker, M. Alice	Newton Street G	"	S. Orange, N. J.
Riley, Margaret R.	Houston Street P.	H'd Ass'nt.	100 Pacific st.
Roche, Kate	Oliver Street G.	Assistant	39 Chestnut st.
Rodgers, Annie L.	Oliver Street P	"	415 Washington st
Roeser, Antonia V.	S. Market Street P.	"	63 Bank st.
Romaine, Mary E.	Miller Street P.	H'd Ass'nt.	23 Chestnut st.
Ryer, Gertrude E.	South 8th Street G.	1st Ass'nt.	271 Mulberry st.
Ryerson, Laura F.	South 8th Street G.	Assistant	123 Stone st.
Samuel, Ida	Monmouth Street P	Assistant	10 Belmont ave.
Sandy, Wm. C.	High	1st Ass'nt.	17 Cedar st.
Sargeant, Ada E.	Market Street P.	Assistant	158 Summer ave.
Satchwell, Annie M.	Hamburg Place P.	"	134 Warren st.
Sayre, Ann E.	Newton Street G	1st Ass'nt.	370 Bank st.
Sayre, E. Louise	Bloomfield Ave. P	Assistant	186 Belleville ave.
Sayre, Laura B.	Camden Street P.	H'd Ass'nt.	6 Gould ave.
Scarlett, Augustus	South 8th Street G.	Principal	38 S. Eleventh st.
Scarlett, Sarah B.	Roseville Avenue P	"	38 S. Eleventh st.
Schneider, Emma D.	Summer Avenue G.	1st Ass'nt.	33 Clark st.
Schulte, Otto H.	Morton Street G.	Principal	64 Alpine st.
Seyfried, von Emma	Morton Street P.	Assistant	70 Avon ave.
Shepard, Edwin	Oliver Street G.	Principal	77 Court st.
Sickles, Harriette E.	Newton Street G	Assistant	27 Bathgate place.
Simpson, Amy	Bloomfield Ave. P.	"	Belleville, N. J.
Sipp, Emma F.	Chestnut Street G.	1st Ass'nt.	82 South st.
Skinner, M. Adaline	South 10th Street P	Assistant	83 Ferry st.
Sloan, Sarah J.	Webster Street P.	V. Principal	13 Rowland st.
Smalley, Flora E.	Newton Street P	Assistant	279 Norfolk st.
Smith, Mrs. C. L. D.	Morton Street G.	V. Principal	177 Quitman st.
Smith, Cora C.	Chestnut Street G.	Assistant	56 Parkhurst st.
Smith, Elizabeth J.	Holland Street P	"	124 Wickliffe st.
Smith, Emily A.	South 10th Street P	"	33 Chestnut st.
Smith, Emma J.	Washington St. P	V. Principal	18 Franklin st.
Smith, Mrs. Fanny W.	Newton Street G	"	122 Wickliffe st.
Smith, Ida E.	Morton Street P.	Assistant	16 Hampden st.
Smith, Laura E.	State Street P.	"	273 Norfolk st.
Soden, Annie M.	18th Avenue	"	95 Sherman ave.
Sonn, Geo. C., A. B.	High	1st Ass'nt.	29 Clark st.
Speer, Matilda J.	18th Avenue Int.	Assistant	45 Astor st.
Spinning, Maria L.	Morton Street G.	1st Ass'nt.	33 Franklin st.
Squire, M. Irene	Monmouth Street P	Assistant	26 Nelson place.
Starkweather, Minnie C.	Eagles Street P.	"	55 Mulberry st.
Steele, Fannie	Oliver Street G.	"	128 Monmouth st.
Steele, Susie	Oliver Street G.	V. Principal	128 Monmouth st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Stevens, Miriam	Hamburg Place P.	Assistant	85 State st.
Stickney, M. Ada	Morton Street P.	"	65 S. Orange ave.
Stites, Belle S.	Lafayette Street P.	"	101 Jefferson st.
Stites, Dora A.	Lafayette Street P.	V. Principal	101 Jefferson st.
Stonelake, Olivia E.	Market Street P.	Assistant	1001 Broad st.
Stout, Mrs. Helen L.	Monmouth Street P	"	173 Quitman st.
Strieby, Mary	Webster Street P.	"	68 Park st.
Stringer, Elizabeth M.	Washington St. G.	"	51 Avon ave.
Sturgis, Emma M.	State Street P.	"	198 Plane st.
Summers, Jennie	Burnet Street P.	"	14 Clark st.
Sweasy, M. Augusta	Market Street P.	"	122 Wickliffe st.
Taylor, Geo. O. F.	Central Avenue G.	Principal	69 Sherman ave.
Taylor, Sarah G. A.	South 8th Street G.	Assistant	355 Washington st
Terwilliger, J. L.	South Street P.	Principal	228 S. Sixth st.
Thomas, Emily B.	Colored	Assistant	741 Broad st.
Thompson, Elizabeth L	Lafayette Street G.	"	48 E. Kinney st.
Thompson, Hattie	18th Avenue P	"	102 Penns'lva'a av
Thompson, Nellie B.	Washington St. G.	1st Ass'nt.	102 Penns'lva'a av
Thomson, May L.	Lawrence Street G.	"	40 Clinton st.
Tompkins, Florence	Webster Street P.	Assistant	37 Lincoln ave.
Tucker, Lizzie D.	Oliver Street P.	"	18 Chestnut st.
Tyler, Carrie E.	Summer Avenue P.	H'd Ass'nt.	176 Summer ave.
Tyler, Mary E.	Lawrence Street G.	Assistant	176 Summer ave.
Umbach, Minnie L.	Miller Street P.	Assistant	71 Emmet st.
Urick, Wm. P. B.	S. Market Street G.	Principal	244 Lafayette st.
Valentine, Clara	Miller Street P.	Assistant	44 Tichenor st.
Valentine, Emma C.	Chestnut Street P.	"	44 Tichenor st.
Van Nortwick, Cornelia A.	Chestnut Street G.	"	173 Quitman st.
Vinson, Ida A.	Lafayette Street G.	"	15 Hill st.
Vliet, Ella L.	South 10th Street P	"	837 Broad st.
Vosburgh, Minnie	Commerce Street P	"	125 Plane st.
Vreeland, Ada M.	Camden Street P.	"	173 Plane st.
Vreeland, Eva M.	Central Avenue P.	"	237 Broad st.
Vreeland, M. Louisa.	Market Street P.	V. Principal	178 Littleton ave.
Walker, Elizabeth J.	Lawrence Street G.	Assistant	40 Franklin st.
Ward, Mary E.	S. Market Street G.	"	9 Linden st.
Ward Sarah J.	Lafayette Street P.	"	99 Walnut st.
Webner, Amilla.	Roseville Avenue P	"	73 N. Fourth st.
Wertz, Bessie G.	South 8th Street P.	"	55 Myrtle ave.
Whitfield, M. Eliza	Walnut Street P.	"	106 Pennington st
Williams, Emma R	Monmouth Street P	"	163 Plane st.

TEACHERS—Continued.

Name.	School.	Rank.	Address.
Williams, Ida L.....	Walnut Street P...	Assistant ..	195 Walnut st.
Willis, Mrs. Martha S	Summer Avenue G.	1st Ass'nt..	236 Garside st.
Wilson, Albert B.....	Chestnut Street G.	V. Principal	8 Murray st.
Winans, Isadore M.....	High.....	1st Ass'nt..	79 Halsey st.
Wood, Clara A.....	Lafayette Street P.	Assistant ..	38 Grove st.
Wood, Elvie A.....	Camden Street P..	"	38 Grove st.
Wood, Josephine H	Roseville Avenue P	"	24 S. Eleventh st
Woodward, Emma F.....	Morton Street P...	"	79 Court st.
World, Mary.....	North 7th Street P.	Principal ..	256 N. Seventh st.
Wyckoff, Elizabeth.....	South 8th Street G.	Assistant ..	105 N. Seventh st.
York, Ella.....	Lafayette Street G.	Assistant ..	58 Pacific st.
Young, Alice E.....	Houston Street P..	"	295 E. Kinney st.
Young, Amelia R.....	Market Street P...	"	52 Belleville ave.
Young, Margaret.....	South 8th Street G.	"	30 S. Eleventh st.
Young, Mary A..... ...	South Street P....	"	295 E. Kinney st.

Salaries.

Schedule of Teachers' Salaries.

ADOPTED JULY 25TH, 1884. TO TAKE EFFECT SEPTEMBER 1ST, 1884.
AMENDED AUGUST 26TH, 1887.

GRADE.	1st Year.	2d Year.	3d Year.	Maximum.
NORMAL SCHOOL.				
Principal—Female				$1,200 00
HIGH SCHOOL.				
Principal—Male				2,200 00
First Assistant—Male	$1,300 00			1,500 00
Second " "	1,100 00			1,200 00
Ass't Commercial Depart.—Male				1,300 00
Vice-Principal—Female				1,400 00
Head Assistant "				1,100 00
*First " "	850 00			950 00
Second " "	750 00			850 00
Third " "	650 00			750 00
GRAMMAR SCHOOLS.				
Principal—Male				1,800 00
Vice-Principal—Female	750 00	$800 00		850 00
Head Assistant "	650 00			700 00
First " "				625 00
Ass't Male Department—Female	500 00	550 00		600 00
Ass't Female " "	450 00	500 00		575 00
Ass't Mixed " "	475 00	525 00		600 00
INTERMEDIATE SCHOOLS.				
Principal—Male				1,800 00
Vice-Principal—Female	650 00	700 00		750 00
Ass't Grammar Grade—Female	Same as in	Grammar	Schools.	
Ass't Primary " "	" "	Primary	"	

* First Assistants in the Female Department of the High School who teach full senior grade division shall receive $10 per month additional salary while teaching such division.

SCHEDULE OF TEACHERS' SALARIES—CONTINUED.

GRADE.	1st Year.	2d Year.	3d Year.	Maximum.
PRIMARY SCHOOLS.				
Principal—Male	$1,100 00			$1,200 00
Principal—Female	800 00			850 00
Vice-Principal—Female	600 00	$650 00		700 00
Head Assistant "				600 00
Assistant, "	375 00	450 00	$500 00	550 00
†Temporary Assistant—Female	3 months	at $25; 3	at $30; 4	at $37.50.
TRAINING SCHOOL.				
Principal—Male				1,800 00
Vice-Principal—Female	600 00	650 00		700 00
Teacher Methods, "				625 00
Assistants, "	500 00	550 00		600 00
INDUSTRIAL SCHOOLS.				
Principal—Female				700 00
Assistant "	Same as in	Primary	Schools.	
COLORED SCHOOL.				
Principal—Male	1,100 00			1,200 00
Assistant—Female	Same as in	Primary	Schools.	
SPECIAL.				
Drawing Teacher—Female				1,100 00
EVENING SCHOOLS.				
Principal—Male	$50 per	month.		
Assistants	$30 and	$35 per	month.	

†Assistants in Primary Schools must serve one year as temporary or probationary teachers, upon the completion of which, if satisfactory, they shall enter upon the first year of the permanent grade.

Course of Instruction.

GRADE.	READING.	ARITHMETIC.	GEOGRAPHY.	DRAWING.	ORAL LESSONS.	WRITING.
Fourth.	Blackboard exercises. The Cards complete and begin the Primer; Phonic exercises.	Counting and combining numbers, using objects; separate numbers into equal and unequal parts; make all the figures correctly. Begin making tables. Numeration 1st period.	Conversational Lessons.	Cards, Series No. 1. with Manual.	Home, Food, Clothing, Shelter, Source of Happiness. School { What can be seen. / What cannot be seen. Animals, Domestic; days of the week, months of the year, time on the clock face.	Writing on slate.
Third.	Finish Primer and First Reader; spell all the words; Phonic exercises and spelling.	Continue combination and separation of numbers, advancing with the progress of the pupil. Continue Addition and begin Subtraction; practice writing figures and making tables. Exercises in fractional parts of numbers. Begin Multiplication. Continue table work.	Conversational Lessons.	Cards, Series No. 2. with Manual.	Objects at home and school; parts of the human body; distance, direction, time continued, form, size, color illustrated by objects	Writing on slate; writing name of the pupil.
Second.	Second Reader; spell all the words; Phonic exercises and spelling.	Continue Drill on Multiplication table; exercises in Addition, Subtraction, Multiplication and Short Division. Continue exercise in fractional parts of numbers, and construction of tables.	Oral Lessons.	Drawing Books, Nos. 1 and 2.	Trees, plants and flowers; qualities, form, size and color; human body; senses; tables of weights and measures; laws of health; articles we buy of grocers.	Writing, No. 1 Graphic, S. C.; writing names and statements on slates and exercise paper.
First.	Second and Third Readers; Phonic spelling; spell all the words.	Multiplication table thoroughly reviewed. Continue review in Addition, Subtraction, Multiplication and Division, using United States money. Continue fractional parts of numbers, advancing with progress of pupil.	Swinton's Introductory Geography.	Drawing Books, 3 and 4. Map Drawing.	Occupations of men, women and children; manufactured articles; conveyance on land and water; qualities; human body, with its parts and uses.	Writing. books Nos. 2. and 3 Graphic, S. C.

ORAL. MORAL INSTRUCTION shall be given in all the classes on the topics assigned, in such a manner and degree as may suit the age and capacity of the pupil. MORAL INSTRUCTION.—Habits of order, behavior, duties to parents, teachers, schoolmates, the helpless and needy, neatness, self-control.

GRADE.	READING.	ARITHMETIC.	GEOGRAPHY.	GRAMMAR.	HISTORY.	WRITING.
Fourth.	Third Reader; Spelling; Supplementary Reading; History.	Practical examples in the Fundamental Rules, and all United States Money; Troy Weight and English Money; Fractions; Mental Arithmetic.	Swinton's Introductory completed.	Elementary lessons in English; exercises in Composition.	Read History of United States.	Nos. 3 and 4 Graphic, L. C.
Third.	Complete Third Reader; Spelling; Supplement'y Reading; History.	Compound Numbers and through Division of Fractions; Operations in Decimals; Mental Arithmetic.	Swinton's Grammar School to Europe.	Graded lessons in English; exercises in Composition.	Read History of United States.	Nos. 4 and 5 Graphic, No. 4, L. C. No. 5, S. C.
Second	Fourth Reader; Spelling; Supplementary Reading.	Decimals; from Subtraction of Fractions to Profit and Loss; Mental Arithmetic.	Swinton's Grammar School completed.	Graded lessons in English; exercises in Composition.	To events of 1777.	Nos. 5 and 6 Graphic, L. C.
First.	Fifth Reader; Spelling; Supplementary Reading.	Profit and Loss and finish the Arithmetic; Mental Arithmetic.	Geography Reviewed.	Graded lessons in English; Declamation and Composition.	From events of 1777 to end of book	No. 7, L. C.; Graphic Blank.

Calisthenics or light gymnastics, with vocal exercises, shall be practiced in all the classes at least once each half day. Singing every day. Industrial Drawing twice each week and Writing three times.

NORMAL SCHOOL.

COURSE FOR ONE YEAR.

Mental Philosophy.	Theory and Practice of Teaching.	Music. Physical Culture.
Moral Science.	Training School Practice.	Lectures on the Philosophy and Science of Education and Methods of Instruction.
	General Culture.	
	Drawing and Penmanship.	

In addition to the above course, each pupil in the Normal School is required to spend at least eight weeks in practical class-room work in the Training School, under the special direction of the City Superintendent, Principal of the Normal School and Principal of the Training School.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

COMMERCIAL COURSE—(TWO YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Book-keeping; Penmanship and Commercial Correspondence.	German.
2d Term.	Arithmetic.		German.
3d Term.	Arithmetic.		German.
2D YEAR.			
1st Term.	Arithmetic.	Book-keeping; Commercial Law and Correspondence and Civil Government.	German.
2d Term.	Arithmetic.		German.
3d Term.	Arithmetic.		German.

Language Lessons, Composition and Declamation through the course.

Drawing optional.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

CLASSICAL COURSE—(FOUR YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Lat. Gram., Lessons.	Physiology.
2d Term.	Algebra.	Lat. Gram., Lessons.	Phys. Geography or German.
3d Term.	Algebra.	Lat. Gram., Lessons.	Phys. Geography or German.
2D YEAR.			
1st Term.	Algebra.	Cæsar.	Greek Grammar and Lessons.
2d Term.	Algebra.	Cæsar.	Greek Grammar and Lessons.
3d Term.	Algebra.	Cæsar. (Latin Prose.)	Greek Grammar and Lessons.
3D YEAR.			
1st Term.	Algebra.	Cicero.	Anabasis.
2d Term.	Geometry.	Cicero.	Anabasis.
3d Term.	Geometry.	Virgil's Æneid. (Latin Prose.)	Anabasis. (Greek Prose and History.)
4TH YEAR.			
1st Term.	Geometry.	Virgil's Æneid.	Iliad.
2d Term.	Trigonometry.	Georgics, Bucolics.	Iliad.
3d Term.	Review.	Roman History and Review.	Review.

Language Lessons, Composition and Declamation through the course.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

SCIENTIFIC COURSE—(FOUR YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Lat. Gram., Lessons.	Physiology or German.
2d Term.	Algebra.	Lat. Gram., Lessons.	Phys. Geography or German.
3d Term.	Algebra.	Lat. Gram., Lessons.	Phys. Geography or German.
2D YEAR.			
1st Term.	Algebra.	Cæsar.	Nat. Philosophy or German.
2d Term.	Algebra.	Cæsar.	Nat. Philosophy or German.
3d Term.	Algebra.	Cæsar. (Latin Prose.)	Nat. Philosophy or German.
3D YEAR.			
1st Term.	Algebra.	Cicero.	General History.
2d Term.	Geometry.	Cicero.	Political Economy.
3d Term.	Geometry.	Virgil's Æneid. (Latin Prose.)	Political Economy.
4TH YEAR.			
1st Term.	Geometry.	Virgil's Æneid.	Chemistry.
2d Term.	Trigonometry.	Georgics, Bucolics,	Chemistry.
3d Term.	Review.	Roman History and Review.	Geology.

Language Lessons, Drawing, Composition and Declamation through the year.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

COURSE FOR FEMALE DEPARTMENT—(FOUR YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Lat. Gram., Lessons.	Physiology.
2d Term.	Arithmetic.	Lat. Gram., Lessons.	Physiology.
3d Term.	Arithmetic.	Lat. Gram., Lessons.	Botany.
2D YEAR.			
1st Term.	Algebra.	Lat. Gram., Lessons.	Physical Geography.
2d Term.	Algebra.	Cæsar.	Physical Geography.
3d Term.	Algebra.	Cæsar.	Natural Philosophy.
3D YEAR.			
1st Term.	Algebra.	Cæsar.	History.
2d Term.	Geometry.	Cæsar.	History.
3d Term.	Geometry.	Cæsar.	Rhetoric.
4TH YEAR.			
1st Term.	Geometry.	Virgil.	English Literature.
2d Term.	Geometry.	Virgil.	English Literature.
3d Term.	Review.	Astronomy.	English Literature.

Language Lessons, Penmanship, Drawing, Composition and Recitations through the course.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

ENGLISH COURSE—(FOUR YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Book-keeping, Penmanship and Commercial Correspondence.	Physiology.
2d Term.	Algebra.		Physical Geography.
3d Term.	Algebra.		Physical Geography.
2D YEAR.			
1st Term.	Algebra.	Book-keeping, Commercial Law and Correspondence and Civil Government.	Natural Philosophy.
2d Term.	Algebra.		Natural Philosophy.
3d Term.	Algebra.		Natural Philosophy.
3D YEAR.			
1st Term.	Algebra.	Rhetoric.	General History.
2d Term.	Geometry.	Rhetoric.	Political Economy.
3d Term.	Geometry.	Rhetoric.	Political Economy.
4TH YEAR.			
1st Term.	Geometry.	English Literature.	Chemistry.
2d Term.	Trigonometry.	English Literature.	Chemistry.
3d Term.	Review.	English Literature.	Geology.

Language Lessons, Drawing, Composition and Declamation through the course.

DISTRIBUTION OF WORK.

PRIMARY DEPARTMENT.

ARITHMETIC.

FOURTH GRADE.

First Term.—From 1 to 6. Teach the pupils to combine numbers (using objects), in any way that will make the required number. Ex.: 1 and 1 make 2, 1 *plus* 1 *equals* 2, two 1's equal 2, 5 *plus* 1 *equals* 6, three 2's *equal* 6, two 3's *equal* 6; also teach them to separate numbers under 6 into equal or unequal parts. Ex.: 1 from 2 leaves 1, 2 *less* 1 *equals* 1, how many 2's in 5, 3 *plus* 2 *equals* 5, etc. When they have learned the combinations, they may make the figures and tables upon the slate.

Second Term.—From 1 to 10. Have the pupils combine numbers in any way (using objects when necessary), that will make the required number. The numbers 6, 7, 8, 9 and 10 will be taught as indicated in the work of the first term. Ex.: 3 *plus* 3 *plus* 1 *equals* 7, 2 *plus* 2 *plus* 2 *plus* 1 *equals* 7. Practice addition in columns. Separate numbers into equal and unequal parts. Give many simple examples for the children to solve, as: If 1 apple costs 2 cents, what will 2 apples cost? Continue writing the figures and the tables upon the slate.

Third Term.—From 1 to 15. Review previous work. Continue the combination and separation of numbers, using the figures and the signs, +, −, ×, ÷,) (, =. Give many simple questions, as: John has 4 apples and William has 5; how many have both? What will 4 lemons cost at 4c. each? At 2c. each how many can you buy for 10c.? Practice rapid column addition. Separate numbers into equal and unequal parts. Continue writing the figures and the tables upon the slate. Begin to talk about $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc. Use objects when necessary.

THIRD GRADE.

First Term.—Review numbers from 1 to 10 and advance to 20. Give many examples, as follows: George has 3 apples and James has 3 apples; how many have both? What cost 4 lemons at 2c. each? Give many exercises in completing equations, as: 7 *minus—equals* 5, three 2's *equal*—? Drill the class in rapid slate work, as: 3 *plus* 7, or 4 *plus* 6, or two 5's or 4 *plus* 3 *plus* 3. The pupils think the answer, and at a signal write it upon the slate. Exercise the class much in column work. Begin subtraction. Have the class make original examples. Teach $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc., of a number. No careles work should be allowed. Objects may be used for illustrations.

Second Term.—Advance to 30. Review. Complete equations as indicated in the work of first term. Continue addition in columns. Drill in rapid slate work. Continue subtraction. Give many practical examples. Have the class make original examples. Continue the separation of numbers into equal and unequal parts. Have the pupils use $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$. As $\frac{1}{6}$ of 12 *equals* 2. No careless work should be allowed. Objects may be used for illustrations.

Third Term.—Advance to 40. Review previous work.

Continue addition in columns, and drill in rapid slate work. Give exercises in subtraction, multiplication and division.

Continue practical examples; also original examples. Continue the use of the fractional parts, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{10}$. As: $\frac{1}{10}$ of 20=2. Continue the use of objects for illustrations.

Fish's Arithmetic, No. 1.

SECOND GRADE.

First Term.—Review all previous work and advance to 50. Find all the weak places and strengthen them. Continue rapid slate work. Give many practical examples. Practice rapid column addition. Numerous exercises in the use of fractional parts of numbers. The combination and separation of numbers, continued. Continue exercises in addition, subtraction and multiplication. Begin division.

Second Term.—Review and advance to 75. Combine and separate numbers, and complete equations as in previous work. Continue rapid slate work in adding, subtracting, multiplying and dividing, especially in column addition. Have the pupils use the fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{10}$. Use United States money, liquid and dry measures in applying numbers. Ex.: If 1 gill costs 5c. what will 2 gills cost; 3 gills; 4 gills; 1 pint, etc? Teach these tables objectively.

Third Term.—Review previous work and advance to 100. Combine and separate numbers, and complete equations as in preceding work. Continue rapid drill and slate work in adding, subtracting, multiplying and dividing. In addition to the tables for the second term, take the table of time and use the denominations of inches, feet, yards and rods. Continue the use of fractions and practical examples with concrete numbers, as in the second term.

FIRST GRADE.

First Term.—A thorough review of all previous work. Continue completing equations, adding in columns and rapid slate work. Find fractional parts of a number. Change halves to fourths, sixths and eighths. Review the tables, United States money, liquid, dry, time, and long measures, and illustrate them with simple practical examples, mental and written. The pupils should know at sight and hearing all multiplications and divisions, without remainders, to 144, when no factor exceeds 12. Continue addition, subtraction and multiplication, as found in examples on pages 59 to 99. Much practice should be given to these fundamental rules through all the terms. The mental arithmetic work will correspond with the written work.

Second Term.—A thorough review in addition, subtraction, multiplication. Continue division, short and long, as found in examples on pages 99 to 109. Give simple practical examples, using United States money, liquid and dry measures. Ex.: If 1 bushel costs $2.36, what will 2 bushels cost; 2 pecks, etc.? If 5 gallons cost $23.40, what will 1 gallon cost? Exercise the pupils in combining and separating fractions of the same name. Ex.: $\frac{3}{4}$ *plus* $\frac{1}{4}$ *equals* how many fourths; $\frac{7}{8}$ *minus* $\frac{1}{8}$ *equals* how many eighths? Give mental arithmetic examples involving the principles taught in the slate work.

Third Term.—Review fundamental rules. Continue practical examples, as found on pages 110 to 118. Use United States money, liquid and dry measures and the table of time. Ex.: If a man earns 20c. in 1 hour, how much will he earn in 3 hours; in $5\frac{1}{2}$ hours; in $\frac{1}{2}$ hour? Give mental arithmetic examples involving the principles taught in the slate work.

LANGUAGE.

Elementary Lessons in English.

FOURTH GRADE.

Talking or Conversation Lessons.—These should receive marked attention during the entire year. Beginning with a single clear statement, let the object be to cultivate the power to express two or more consecutive and connected statements about some one thing, as an object or picture; also to tell little stories the pupil has heard read or told.

Written Work.—Teach the pupil to write his name, the name of the street he lives in, the name of the city; also to write new words occurring in the reading lesson. Lead the pupil to write little stories with which he is familiar and can tell well.

The teacher will remember that patience on her part and persistence on the part of the pupil will insure success.

THIRD GRADE.

Conversation Lessons.—These will be continued during the entire year with the general aim: the cultivation of the power of expression, correct forms of speech and good pronunciation, habits of remembering the thoughts they read and the cultivation of the power of attention.

Means.—Reproducing the reading lesson; little stories about pictures and objects. Use their immagination in connection with the expressive power. Observation lessons and descriptions of present objects.

Written Work.—Reproduction and stories as above. All the items of the letter address. How to write names of persons and places. Use of the period, comma and interro-

gation as may be needed. Continue writing the stories and descriptions the children can tell well.

SECOND GRADE.

First Term.—Take chapters 1 and 2 to page 47.

Second Term.—Take chapters 3 and 4 to page 70. Instead of review lesson, page 67, substitute lessons from your reading book. Exercise the pupils in writing brief stories, paragraphs and letters.

Third Term.—Take chapters 5 and 6 to page 84 and review. Continue writing stories, paragraphs and letters.

Conversation Lessons.—These continued throughout the year. Reproduction of reading lessons or other matter read, short stories about objects or pictures. Have the pupils tell what they saw on the way to or from school. Be careful to secure complete and well-formed sentences. Guard against bad habits of speech and pronunciation. No careless work allowed.

Written Work.—Reproduce stories and descriptions as before. Simple statements and inquiries. Items of address, letter writing, etc. Descriptions of animals and plants. Common and proper nouns. Teach the personal pronouns as they may occur. Teach all the punctuation points as they may be used.

FIRST GRADE.

First Term.—Take chapters 7 and 8 to page 111.

Second Term.—Take chapters 9 and 10 to page 142.

Third Term.—Take chapter 11 to page 148, and review. Use the usual grammatical terms as they occur, taking care that the pupil understands their use.

Conversation Lessons.—These continued throughout the year. Oral reproduction of reading and geography lessons. Descriptions of things seen and of imaginary or actual journeys.

Written Work.—Reproductions and descriptions. Composition exercises on slates for criticism and correction by pupils. Exercises in writing simple, long and short sentences. In the parts of speech follow the order of Mrs. Knox's book; also in punctuation. Use a series. Teach comparison of adjectives and the use of pronouns, as they may be used.

Much attention must be given to composition exercises through all the grades and terms. These exercises include paragraphs, letter writing, descriptions, stories, etc.

Develop and illustrate the lessons and the instruction by constant reference to and application of the written and oral expression of thought by the children.

GEOGRAPHY.

THIRD AND FOURTH GRADES.

Preparation for the study of geography should be made in these grades by frequent conversational lessons on time, place, direction and description of familiar things and places. Much interest may be awakened and training given to the observing powers by these oral and objective lessons.

Swinton's Introductory.

SECOND GRADE.

First Term.—*School Room*, situation, plan, boundaries and other rooms on the same floor. *School Building*, plan, boundaries, distance and direction. *School Premises*, plan, boundaries, streets. *School District, Ward and City*, draw the map, streets, boundaries, by adjoining wards or streets.

Describe surface, slope of land, business, buildings, wards, etc.; review; and learn definitions of the natural divisions of land and water found in and about the city.

Second Term.—Essex County. Position in the State. Draw the map. Locate cities and towns, mountains, rivers, railroads and canals. Talk about the kinds of business, soil and productions. Teach the forms of land and water found within the county. Encourage the pupils to find out about other objects of interest in the county. Use the map of the county.

Third Term.—State of New Jersey. Draw the outline. Bound the State. Describe the surface, soil, productions, manufactures, commerce, means of communication and chief cities. Teach the forms of land and water as they occur in the study of the State. Teach that New Jersey is a part of the United States. Use the globe to show the shape of the earth, and that continents and oceans form the surface of the earth. Teach the names of the continents and oceans. Use outline maps to aid in the study of form, surface, etc.

N. B.—Read from time to time, during the work of each term, such parts of the reading matter in the Introductory Geography as will best explain and illustrate the lessons.

FIRST GRADE.

First Term.—Review previous work by reading and conversational lessons on the first fifteen pages of the Introductory Geography, and take Middle Atlantic States, pages 40 to 44, inclusive. Review carefully New Jersey; show its position in the group. Review cities, etc. Draw map of section and bound it. Use the globe. Describe the land, mountains, slopes, rivers, lakes, outer waters, etc. Classify cities as manufacturing, commercial, etc. Pupils will draw maps from memory; write descriptions. Use outline maps.

Second Term.—Review Middle Atlantic States, pages 40 to 45, and take the New England States, pages 35 to 40, according to the same plan. Compare the two groups. Read pages 15 to 29, inclusive.

Third Term.—Review. Take the Southern States, Eastern division, pages 45 to 47, inclusive, following the same plan as in the study of the New England and Middle Atlantic groups. What condition of country or climate affects business, and the condition of the people. Use outline maps. Read pages 32 and 33.

Exercise the pupils through all the terms in writing descriptions of the countries, divisions, places and things about which they have learned.

READING.

FOURTH GRADE.

Reading exercises from the blackboard. The cards completed; begin the Primer. Phonic exercises. Teach by the word and phonic methods, use objects, pictures and sketches upon the board. Lead the children to talk freely about the lesson.

THIRD GRADE.

Finish Primer and First Reader; spell all the words. Phonic Exercises and Spelling. Classify words according to similar sounds: cat, rat, hat, man, pan, ran, run, sum, etc.

SECOND GRADE.

Second Reader; spell all the words. Phonic Exercises and Spelling. Give much attention to vocal expression at every step in the work. Never accept improper utterance of any kind.

FIRST GRADE.

Second and Third Readers. Phonic Spelling; spell all the words. The pupils should frequently read from the various lesson books used in the class.

In all the grades through all the terms, great care should be given to the teaching of new words and the increase of the child's vocabulary. The meaning of words should be taught through oral and written language exercises. Give especial care to correct pronunciation and good expression.

The reading exercises should occur as often each day as time will permit. No exercise should take precedence of the reading.

WRITING.

FOURTH GRADE.

Printing or writing simple copies from the blackboard on the slate.

THIRD GRADE.

Writing on the slate or exercise paper; writing the name of the pupil, etc.

SECOND GRADE.

Graphic System, shorter course, No. 1.
Two books during the year, with use of practice paper.

FIRST GRADE.

Graphic System, No. 2, S. C., first half year.
Graphic System, No. 3 S. C., second half year.
Two books during the year.

☞ The pencils, pen and ink should always be kept in proper condition for use.

DRAWING.

FOURTH GRADE.

Cards, First Series with Manual.

THIRD GRADE.

Cards, Second Series with Manual.

SECOND GRADE.

Drawing Books, Nos. 1 and 2.

FIRST GRADE.

Drawing Books, Nos. 3 and 4.

PHYSIOLOGY.

Oral Lessons.

FOURTH GRADE.

The teacher will call the attention of the children to their bodies as a whole; what they can do with them; as: walk, run, jump, throw the ball, toss the marble, hold the book, slate or pencil, write with the pencil, eat with the fork, spoon, etc.

The teacher will be very careful not to tell the pupil too much, but lead him to find out for himself, by observation and examination of the parts under consideration.

These lessons should not exceed eight or ten minutes at one time. The teachers will be inclined to hurry over the work as simply a memoriter lesson. Caution—Proceed

slowly, carefully and objectively, with many illustrations given by the pupil and the teacher.

Now, take up the parts of the body—as the head, neck, trunk, legs, arms, hands, feet, eyes, ears, nose, mouth, tongue, teeth, joints, skin, flesh, etc. Notice incidentally the most obvious uses, or such as the child can readily discover and describe.

Breathing.—Have the children notice how they take in breath and how they let it out, and the difference between a deep full breath and one from the top of the lungs. Have them notice that they breathe mostly through the nose. Call attention to the fact that they breathe all the time, whether they think about it or not, while they are asleep as well as when they are awake. Notice that what they breathe surrounds them on all sides, fills the room and is found everywhere, and that it is called the air or atmosphere.

Drinking.—What we drink, how and why; right time and wrong time to drink. Constantly direct the attention of the pupils to their own habits in this matter, and lead them to see how they can correct wrong habits.

Eating.—What they eat, how and why; right time and wrong time to eat; right way and wrong way to eat. Always have the pupils notice their own habits in eating—as fast eating, slow eating, careless eating, etc.

Cleanliness.—Why desirable and necessary? Cleanliness of the body, of the clothing, of the school-room, of the home. Lead the pupils, in a careful and discreet manner, to notice their own habits in this matter, and how best to correct improper ones.

The teachers are again reminded that these lessons should be made exercises of observation rather than merely memory lessons.

THIRD GRADE.

Same work as for the fourth grade, with such additions and details as the pupils can readily discover and comprehend.

The teachers will not advance in any part of the work faster than the children can by personal and well-directed observation discover, note and apply what is found out and taught. Remember, teachers, the best book from which to learn physiology, is the body.

SECOND GRADE.

Same work as for the third grade, with such additions and details as the pupils can readily discover and comprehend.

Give special attention to the parts of the general divisions of the body—as parts of the head, neck, trunk, arms, hands, legs, feet, etc. Call attention to their obvious uses and common abuses.

FIRST GRADE.

Same line of work as for second grade, with such additions and details as the age and progress of the pupils will permit, and the skill and discretion of the teacher will suggest.

Bones and Muscles.—Lead the pupils to notice that their bodies are made up of hard and soft parts; that the hard parts are the bones and the soft parts are the muscles or flesh. Direct their attention to the uses of the bones and muscles, and how to take care of them.

Through all the grades use for illustration the physiological charts and such other appliances and objects as the teacher may be able to obtain. The object of these lessons is to acquaint the children with their bodies, and the proper use and care of them, in order to protect their health.

MUSIC.

Jepson's Music Reader. Book First.

FOURTH GRADE.

First Term.—Definitions, explanations and exercises in singing, from beginning of book to exercise 73, page 16. Omit chapter I., exercises 19 to 24, inclusive, and exercises 44, 45, 46, 47, 49, 50, 51, 52, 53, 54, 55, 56, 65, 66, 67, 68, 69 and 70.

Second Term.—Definitions, explanations and exercises, from exercise 73, page 16, to exercise 99, page 24. Omit exercise on page 18, exercise on page 19, and exercises 83, 84, 85, 87, 91, 94 and 97.

Third Term. — Definitions, explanations and exercises' from exercise 99, page 24, to chapter XVI, page 31. Omit exercises 99, 103, 104, 108, 109, 110, 112, 117, 118, 119, 120, 121, 122 and 124.

THIRD GRADE.

First Term.—Beginning at chapter XVI, page 31, take to chapter XXVII, page 50. Omit exercises 129, 133, 136, 137, 141, 144, 148, 149, 153, 154 and 155. Take definitions, explanations and exercises.

Second Term.—Definitions, explanations and exercises, from chapter XXVII, page 50, to exercise 184, page 59. Omit exercises 168, 169, 170, 175, 177 and 179.

Third Term.—Definitions, explanations and exercises, from exercise 184, page 59, to exercise 209, page 66. Omit exercises 184, 187, 188, 190, 194, 195, 199, 202 and 205.

SECOND GRADE.

First Term. — Definitions, explanations and exercises, from exercise 209, page 66, to chapter XXXVII, page 76. Omit exercises 219, 222, 227 and 228.

Second Term.—Definitions, explanations and exercises, from chapter XXXVII, page 76, to chapter XXXIX, page 84. Omit exercises 237, 239, 241, 244, 248 and 251.

Third Term. — Definitions, explanations and exercises, from chapter XXXIX, page 84, to chapter XLI, page 100. Omit exercises 253, 255, 257, 260, 266, 270 and 274.

FIRST GRADE.

First Term.—Review all previous definitions. Take definitions, explanations and exercises, from chapter XLI, page 100, to chapter XLIV, page 111. Omit exercises 275, 276, 283, 285, 288, 295, 298, 299, 301 and 305.

Second Term.—Definitions, explanations and exercises, from chapter XLIV, page 111, to exercise, 336, page 120. Omit exercises 313, 317, 318, 320, 323, 328, 330 and 333.

Third Term. — Definitions, explanations and exercises, from exercise 336, page 120, to chapter XLIX, page 133. Omit exercises 338, 340, 345, 348, 352, 354, 355, 356 and 357.

ORAL LESSONS.

FOURTH GRADE.

Home, food, clothing, shelter, sources of happiness.

School { What can be seen ? / What cannot be seen ?

Animals, domestic ; days of the week, months of the year, time on the face of the clock; parts of the human body.

THIRD GRADE.

Objects at home and at school; parts of the human body with their uses; distance, direction, time continued; form, size, color, illustrated by objects.

SECOND GRADE.

Trees, plants and flowers; qualities; form, size and color; human body with its parts; senses, and the laws of health; tables of weights and measures; articles we buy at the grocers'.

FIRST GRADE.

Occupation of men, women and children; manufactured articles; conveyance on land and water; human body, with its parts and uses, and the laws of health.

These lessons are designed to furnish topics for objective conversational lessons which should find a place in every primary school. The teacher can vary or enlarge, as the occasion may require.

GRAMMAR DEPARTMENT.

ARITHMETIC.

Fish's No. 2.

FOURTH GRADE.

First Term.—Exercises in notation and numeration, three periods; in decimals, tenths, hundredths, thousandths. Practical examples applying the fundamental rules, using whole numbers, decimals in addition and subtraction, and United States money, pages 7 to 70. Take fractional parts of numbers. Mental Arithmetic, lessons 17 to 22, inclusive.

Second Term.—Review previous work. Continue decimals and United States money, pages 114 to 123. Write, compute and receipt bills of goods. Examples: pages 45, 46, 134, 135. Factoring and cancellation, pages 63 to 73, inclusive. Teach liquid and dry measures, with simple, practical examples, as: the cost of one gill may be given to find the cost of 1 pint, 1 quart, 1 gallon. Mental Arithmetic, lessons 23 to 25, inclusive.

Third Term.—Review. Exercise the class in simple examples in addition and subtraction of fractions. Keep up constant review of the fundamental rules, pages 123 to 131. Mental Arithmetic lessons, review, and take lesson 26.

THIRD GRADE.

First Term.—Review fourth grade work. In decimals, teach millionths. Continue practical examples, using whole numbers, decimals and United States money. Take frac-

tions, from pages 70 to 99. Mental Arithmetic, lessons 25 to 28, inclusive, and linear, surface and cubic measures.

Second Term.—Review. Complete addition, subtraction, multiplication and division of decimal and common fractions, from page 99 to 126. Continue exercises in the fundamental rules of addition, subtraction and multiplication, using whole numbers, decimals and United States money. Mental Arithmetic, lessons 29 to 31, inclusive, and the tables of dry and liquid measures.

Third Term.—Review. Take pages 127 to 136. Continue exercises in writing, computing and receipting bills of goods. Mental Arithmetic, lessons 32 to 33, inclusive.

SECOND GRADE.

First Term.—Review third grade work. Continue practical examples, using whole numbers, decimals and United States money. Give practical examples involving addition, subtraction, multiplication and division of fractions. Compound numbers, from page 137 to 158; omit surveyors' measure. Mental Arithmetic, lessons 33 to 34, inclusive, and all the tables.

Second Term.—Review. Complete compound numbers from page 158 to 173. Give exercises in bills, as in fourth grade. Mental Arithmetic, lessons 35 to 37, inclusive, and all the tables.

NOTE.—Be careful to have the pupils distinguish and use readily, linear, square and cubic measures. Exercise the pupils in estimating the dimensions, surfaces and contents of rooms containing bay windows, etc. In plastering, allow for doors, windows, etc. Estimate cost of slating blackboards, glazing sash, etc., etc.

Third Term.—Review all previous work, especially fractions, common and decimal, and compound numbers. Mental Arithmetic, review work of first and second terms, and take lessons 38 and 39.

Fish's Arithmetic, No. 2.

FIRST GRADE.

First Term.—Review the work done in the preceding grades, and complete percentage to interest, page 198. Mental Arithmetic, lessons 40 to 43, inclusive, and all the tables.

Second Term.—Review. Complete interest to stocks and investments, page 221. Mental Arithmetic, lessons 44 to 47, inclusive, and all the tables as found in Fish's Arithmetic.

Third Term.—Take from page 221 to page 245, with thorough review. Prove all work. Mental Arithmetic, lessons 48 to 51, inclusive.

NOTE—Give frequent drill exercises in the fundamental rules in all the grades through all the terms. Exercise the pupils much with practical questions, the teacher insisting upon prompt and accurate calculation.

LANGUAGE.

Elementary Lessons in English.

FOURTH GRADE.

First Term.—Chapters 11 and 12, to page 163, and review.

Second Term.—Chapters 13 and 14, to page 176 and review.

Third Term.—Chapter 15, to page 201, and review.

Use the usual grammatical terms as they occur.

Oral Work.—Continued during the year as in the previous grades. Continued reproduction. Cultivate persistently the ability of the pupil to talk well concerning what they read, see and know.

Written Work.—Reproduction as in oral work. Composition work with slate and paper. Letter writing in all its forms, also business forms. Follow Mrs. Knox's book in the order of teaching. Teach verbal nouns and predicate verbs, omitting the other treatment of the verb.

NOTE.—The chapter on letter writing to be used through all the terms and grades. In all the foregoing exercises cultivate as far as possible the self-reliance and self-helpfulness of the pupil by giving as fully as can be the opportunity to construct, criticise and correct the exercises.

Reed and Kellogg's Graded Lessons.

THIRD GRADE.

First Term.—Take the first 30 lessons, page 42.

Second Term.—Take from lesson 30 to lesson 48, page 63, with review.

Third Term.—Take from lesson 47 to lesson 57, with review.

SECOND GRADE.

First Term.—Review. Take lessons 57 to 70, inclusive. Complex and compound sentences.

Second Term.—Take from lesson 71 to 85, inclusive, with review, page 116. Nouns and pronouns. Apply rules in parsing.

Third Term.—Take lessons 87 to 91, inclusive. Adjectives and adverbs. Review.

FIRST GRADE.

First Term.—Take lessons 89 to 100, inclusive. Treatment of the verb. Review.

Second Term.—Review from lesson 1 to lesson 71, page 90, with reference to the analysis and construction of sentences and composition. Apply principles in all written work.

Third Term.—Review lessons 71 to 100, inclusive, with special reference to etymology, criticism and composition, analysis and parsing. Constant attention will be given to all the forms of composition.

NOTE.—Paragraph writing, letter writing and general composition will form an important part of the language work in all the grades through all the terms. Language work and composition will accompany all the subjects taught in the course. The chapter on letter writing will be used through all the grades and terms.

GEOGRAPHY.

Swinton's Introductory.

FOURTH GRADE.

First Term.—Review previous work. Take up the study of the Southern States, Western division, pages 48 to 52, and take Central States, according to the plan pursued in first grade, primary department. Study characteristics and descriptions of cities. Use the globe to illustrate the shape of the earth and the relative position of the land and water divisions. Map drawing and composition.

Second Term.—Review previous work, as found on pages 53 to 58. Take the Pacific States and Territories, pages 59 to 64, according to same plan. Compare the groups of States as to soil, products, business and people.

Third Term.—Review the United States as a whole, pages 30 to 31. Compare the different sections as to physical characteristics, soil, products of farm, forests,

mines and factories, business, people and government. Take Canada, Mexico, Central America and West Indies, pages 65 to 74.

Swinton's Grammar School.

THIRD GRADE.

First Term.—Continent of North America. Position, extent, general shape; draw the map, page 18; teach details of outline and surroundings; map questions, page 19; surface, highlands, plateaus, mountain systems, valleys, etc. Drainage, lakes, rivers, river systems, their uses, etc.; soil, productions, natural advantages for branches of industry; climate, people, political divisions, pages 15 to 20. South America, on same plan of study. Map, page 66; questions, page 67; description, pages 62 to 66. Use commercial map of the United States for reference; also table on page 68. Compare the two continents.

Second Term.—Review North America, pages 15, 16, 17. Map questions, page 19. Read description, pages, 21, 23. Take up the study of Europe on same plan as North America in first term, pages 72, 73. Use page 71 for reference. Map studies, page 75; take oceans, seas, bays, gulfs, straits, lakes, islands, mountains, peninsulas and the most important capes, rivers and cities.

Third Term.—Draw the maps of Asia, Africa and Australia in outline, noting the oceans, seas and peninsulas, and the important gulfs, bays and mountains. Maps, pages 90, 96, 103. Read pages 88, 89, 98, 99, 100, 104, 105.

SECOND GRADE.

First Term.—During this year the physical geography, description and general descriptions need not receive de-

tailed and close study, yet should be recognized as the basis of the future work Read description and general descriptions between pages 15 and 59. Review the United States, using the map on pages 28 and 29. Take the principal cities, with special reference to their commercial relations. In map studies, take only the most important features.

Second Term.—Review the political divisions and the commercial geography of the other countries of North America, page 19. Read pages 15, 16, 17. In map studies, take only the most important features. Review South America, pages, 62, 64, 65. Map studies, page 67. Read pages 68, 69. Use table, page 68, for reference.

Third Term.—Europe. Map studies, pages 75, 76. Use table, page 75, for reference. Read pages 76, 79, 81, 83, 84, 85, noting the condition of the people, education, forms of government, religion, etc.

FIRST GRADE.

First Term.—Asia. Surface, rivers and lakes, climate, vegetation and amimals, inhabitants, government and religion, pages 88, 89. Take map studies, page 91. Africa on same plan, page 97; description, pages 98, 99, 100. Compare the continents as to form, surface, advantages for habitation, commerce, and the wants of man.

Second Term.—Review Mathematical Geography, pages 1, 2, 3, 4, 5. Use the globe. Definitions, pages 6, 7, 8. Climate, plants and animals, races of men, states of society, government, pages 9, 10, 11. The Hemispheres. Map studies, page 12. Read description of North America and South America, pages 15, 16, 17, 19, 25, 26, 27.

Third Term.—Review North America and the United States, and such other parts of the geography work as the teacher thinks necessary.

HISTORY.

Anderson's Grammar School, U. S.

SECOND GRADE.

First Term.—Discoveries, Explorations, Colonial History, to French and Indian War, page 54.

Second Term.—French and Indian War, and the Revolution to events of 1777, page 77.

Third Term.—Finish Revolution, and review.

FIRST GRADE.

First Term.—From page 106 to Buchanan's Administration, page 157.

Second Term.—From page 157 through Hayes' Administration, page 189.

Third Term.—Review and read Territorial Growth, Civil Progress and the Constitution.

NOTE—Only the most important dates and events should be memorized.

READING.

FOURTH GRADE.

Third Reader; spelling. Read United States History alternately with Reader.

THIRD GRADE.

Complete Third or Fourth Reader; spelling. Read United States History alternately with Reader.

SECOND GRADE.

Fourth Reader and Constitution of the United States, alternately.

FIRST GRADE.

Fifth Reader and Constitution of the United States, alternately.

NOTE.—The reading exercises through all the grades and terms should receive the most careful attention. They should never be omitted or set aside for other subjects.

SPELLING.

Swinton's Word Book.

FOURTH GRADE.

First Term.—From beginning through lesson 28, page 8.

Second Term.—From lesson 29, page 8, to lesson 49, page 13.

Third Term.—From lesson 49, page 13, to lesson 64, page 18.

THIRD GRADE.

First Term.—From lesson 64, page 18, to lesson 85, page 25.

Second Term.—From lesson 85, page 25, to lesson 101, page 30.

Third Term.—From lesson 101, page 30, to lesson 115, page 34.

SECOND GRADE.

First Term.—From lesson 115, page 34, to lesson 145, page 43.

Second Term.—From lesson 145, page 43, to lesson 162, page 50.

Third Term.—From lesson 162, page 50 to lesson 186, page 57. Omit lesson 175.

FIRST GRADE.

First Term.—From lesson 186, page 57, to lesson 8, page 68.

Second Term.—From lesson 8, page 69, to lesson 30, page 77. Omit lesson 14.

Third Term.—Take the Monthly, Quarterly and Annual Reviews.

WRITING.

FOURTH GRADE.

Graphic System, No. 3, L. C., first half year.
Graphic System, No. 4, L. C., second half year.
Two books during the year.

THIRD GRADE.

Graphic System, No. 4, L. C., first half year.
Graphic System, No. 5, S. C., second half year.
Two books during the year.

SECOND GRADE.

Graphic System, No. 5, L. C., first half year.
Graphic System, No. 6, L. C., second half year.
Two books during the year.

FIRST GRADE.

Graphic System, Blank Writing Book in connection with the study and practice of Bookkeeping, throughout the year.

DRAWING.

FOURTH GRADE.

No. 5, from September to February; No. 6, from February to July.

THIRD GRADE.

No. 7, throughout the year.

SECOND GRADE.

No. 8, throughout the year.

FIRST GRADE.

No. 9, throughout the year.

PHYSIOLOGY.

Oral Lessons.

FOURTH GRADE.

Take the general line of work indicated for the primary grades, the teacher extending and amplifying the topics as the age and progress of the pupils will permit, and the experience and judgment of the teacher will suggest and direct.

The Teeth.—Their number, location, structure, use, abuse and care.

The Digestive Process.—Its use, abuse and care. I would constantly remind the teachers of the importance, to the pupils and themselves of personal observation of the parts, organs and the various processes under consideration, going on in their bodies; teachers using the books furnished, or any others they may have access to, for guidance and to aid in furnishing the information needed.

Hygiene.—The common or obvious laws of health.

THIRD GRADE.

Follow the line of work on the same plan suggested for the fourth grade, the teacher guiding the observations, suiting the instruction and the illustrations to the progress and advancing age of the pupils.

Blood.—Call the attention of the pupils to the fact that it pervades all parts of the body. This may be shown by slightly pricking, with a fine-pointed needle, any part of the body, when blood will flow. Call attention to the heart—its beating, and to the fact that it is the pumping engine of the body; also, to the arteries and the veins, as the channels through which the blood passes to all parts of the system and back again to the heart. Direct the attention of the pupils to the fact that it is through the blood that our bodies are nourished by the food we eat, and that the quality of the blood depends upon what we eat and the air we breathe.

Hygiene.—Continue the study of the laws of health. Always lead the pupils to observe their own habits, that they may see wherein they conform to or violate these laws.

SECOND GRADE.

Follow the line of work indicated for the third grade, extending it as the pupil progresses.

Respiration.—Take up the respiratory organs. Call attention to their location, structure, use and abuse. Emphasize the importance of properly exercising them and how. Dwell upon the necessity of pure air and plenty of it ; also upon the evils of cramped or improper positions of the body affecting these organs.

FIRST GRADE.

Continue the line of work for the preceding grammar grades, the teacher progressing in the grade of the work and in the details as the pupils advance from grade to grade.

The Nervous System.—Lead the pupils to notice the fact that all these organs and machinery of the body are for the use of the mind, and that the use of the nervous system is to establish a working communication between the mind and the body. Call attention to the use of the senses as the channels of communication from the outer world to the mind ; the importance of the proper care and training of these senses.

Show that the nerves extend to all parts of the body, which may be done by the sense of feeling ; also point out the general division of the system into the nerves of the head, trunk, upper extremities and lower extremities.

Through all the grades, use for illustration the physiological charts and such other appliances and objects as the teacher may be able to command.

NOTE.—These lessons will be given daily, and will occupy from eight to ten minutes for each exercise. The principals will please make provisions for the proper carrying out of this work.

MUSIC.

Song Garden, No. 2.

A Manual of Musical Instruction, to accompany the Song Garden, was prepared and adopted by the Board. This Manual is designed to utilize the exercises and songs of the Song Garden in such a manner as to obtain a well-graded course of instruction for the grammar department. A short review of the primary course is contained in the Manual. The following is the schedule to be followed in the use of this Manual (the numbers refer to paragraphs):

FOURTH GRADE.

First Term.—Paragraphs 1 to 76, inclusive.

Second Term.—Paragraphs 77 to 111, inclusive.

Third Term.—Paragraphs 112 to 138, inclusive.

THIRD GRADE.

First Term.—Paragraphs 139 to 180, inclusive.

Second Term.—Paragraphs 181 to 207, inclusive.

Third Term.—Paragraphs 208 to 227, inclusive.

SECOND GRADE.

First Term.—Paragraphs 228 to 255, inclusive.

Second Term.—Paragraphs 256 to 285, inclusive.

Third Term.—Paragraphs 286 to 306, inclusive.

FIRST GRADE.

First Term.—Paragraphs 307 to 331, inclusive.

Second Term.—Paragraphs 332 to 360, inclusive.

Third Term.—Paragraphs 361 to 384, inclusive.

COURSE OF INSTRUCTION FOR THE EVENING DRAWING SCHOOL.

This course includes Mechanical Drawing, Architectural Drawing, Free-hand and Object Drawing, and Ornamental Designing. The course covers three years of six months each.

DEPARTMENT OF MECHANICAL DRAWING.

FIRST YEAR.

(*a*) Drawing of simple lines for the purpose of acquiring facility and skill in handling instruments. These lines being such as will be of use as the pupil advances, and arranged in a progressive order.

(*b*) Geometrical forms and constructions, involving at first straight lines, then circular arcs, ending with complex curves. Attention will be given to symmetry, proportion and arrangement. Diagrams not to be copied, but constructed from sketches. The pupils will now begin the measurement and sketching of objects from view.

SECOND YEAR.

(*a*) Much study and practice will be given to measurement and sketches of a great number and variety of objects placed in different positions. Diagrams will be constructed from objects and sketches, and not from copies. Light and shade introduced.

(*b*) The elements of projection will be taken up. The method will be, making drawings of solid bodies bounded by plane surfaces, the objects being placed in a great variety of positions, proceeding gradually to complex forms

and the problems of intersection and development, the object being to bring clearly before the mind of the pupil the relation between the drawing and the thing drawn.

THIRD YEAR.

(*a*) The drawing of the whole or parts of a machine by actual measurement.

The pupil now begins work as an actual draughtsman. He is required to study the whole or some part of a piece of machinery. This is the most important part of his work at this stage. He must learn to observe closely, read and comprehend a part or the whole of a machine, to measure and sketch it, and finally to make a working draft of it. The accuracy of the drawing should never be sacrificed for the sake of shading or picture making. He should be taught to compose and construct his drawings, rather than to memorize them.

(*b*) Exercises in planning and designing for the purpose of developing and training the inventive powers and the imagination.

DEPARTMENT OF ARCHITECTURAL DRAWING.

FIRST YEAR.

(*a*) Geometrical forms.
(*b*) Lines.
(*c*) Plane figures.
(*d*) Objects.
(*e*) Projection.

SECOND YEAR.

(*a*) Continue projection.
(*b*) Introduce light and shade.
(*c*) Details and interior finish.
(*d*) Simple plans.
(*e*) Elements of perspective.

THIRD YEAR.

(*a*) Plans continued.
(*b*) Elevations.
(*c*) Sections.
(*d*) Perspective continued.

DEPARTMENT OF FREE-HAND DRAWING AND ORNAMENTAL DESIGNING.

FIRST YEAR.

From copies and objects:
(*a*) Geometrical forms.
(*b*) Lines.
(*c*) Angles.
(*d*) Plane figures.
(*e*) Circles.
(*f*) Objects.

SECOND YEAR.

(*a*) Drawing from copy.
(*b*) Decorative designing.
(*c*) Drawing from cast.
(*d*) Drawing from forms.

THIRD YEAR.

(*a*) Continue drawing from copies and models.
(*b*) Decorative designing.
(*c*) Cast drawing.
(*d*) Shading.

COURSE OF STUDY FOR EVENING SCHOOLS.

FIRST GRADE.

READING.

Fourth Reader; History—Higginson's U. S.; Miscellaneous; Language Exercises. In alternation.

WRITING.

Book-keeping; Business Forms; Correspondence, etc. In alternation.

ARITHMETIC.

Mental Exercises; Written Exercises; Business Exercises; Original Exercises. In alternation.

ORAL LESSONS.

Government—Municipal, State, National.

Constitution—State, National.

These lessons to alternate; length, 15 to 20 minutes each evening.

FRIDAY EVENINGS.

First hour.—Drawing.

Second hour.—Miscellaneous Reading and Discussion.

SECOND GRADE.

READING.

Third or Fourth Reader; History—Quackenbos' Elementary United States; Language Exercises. In alternation.

WRITING.

Copy Book; Business Forms; Correspondence. In alternation.

ARITHMETIC.

Mental Examples; Written Examples; Business Examples; Original Examples. In alternation.

ORAL LESSONS.

Government—Municipal, State, National.
Physiology—Structure, Function, Hygiene.
In alternation.

FRIDAY EVENINGS.

First hour.—Drawing.
Second hour.—Miscellaneous Reading and Discussion.

THIRD GRADE.

READING.

Second or Third Reader; Exercises in Spelling; Language Exercises. In alternation.

WRITING.

Copy Book; Letter Writing. In alternation.

ARITHMETIC.

Mental Examples ; Written Examples; Business Examples; Original Examples. In alternation.

ORAL LESSONS.

Government—City, State.
Physiology—Structure, Function, Hygiene.
In alternation.

FRIDAY EVENINGS.

First hour.—Drawing.
Second hour.—Miscellaneous Reading and Discussion.

UNGRADED CLASS.

This class will receive instruction in Reading, Writing Arithmetic, Spelling, Oral Lessons.

School Books and Stationery.

SCHOOL BOOKS AND STATIONERY.

PRIMARY SCHOOLS.

Reading.—Franklin First, First Advanced, Second, Second Advanced, Third and Third Advanced Readers; Monroe's Chart Primer and New Primer; Monroe's First, First Advanced, Second, Second Advanced, Third and Third Advanced Readers; Monroe's School Chart; Appleton's First, Second and Third Readers; Appleton's Reading Chart; Swinton's First, Second and Third Readers; Unique Reading Chart, Parts I and II; Goodrich's Child's History of the United States.

Language.—Whitney's Elementary English (Knox).

Spelling.—Beecher's Primary Normal Speller; Meleney & Giffin's Selected Words.

Geography.—Swinton's Introductory Geography; Cornell's Outline Maps.

Arithmetic.—Fish's Arithmetic, No. 1; Giffin's Number Chart; Gleason's Arithmetical Cards.

Drawing.—Walter Smith's Manual of Drawing, Parts I and II, and New Primary; Smith's Primary Drawing Cards, First and Second Series; Smith's Drawing Books, Nos. 1, 2, 3 and 4

Oral Lessons.—Calkin's Primary Object Lessons; Hooker's Child's Book of Nature, Parts I, II and III; Brown's Manual of Commerce; Sheldon's Object Lessons.

Music.—Jepson's First Music Book.

Writing.—Graphic System of Writing.

Stationery.—David's, Stafford's Universal and Pomeroy's Inks; Spencerian Pens, Nos. 1, 5 and 9; Gillott's Pens, Nos. 351 and 404; Pen-holders; Ink-wells; Ink-well Covers; Teachers' Ink-stands; Blotters; Practice Paper for drawing and writing; Slate Pencils; Pencil-holders; Crayons; Slates, 5x7, 6x9; Numeral Frames; Foolscap and Examination Paper; Mucilage; Perfumed Paste; Thermometers; Lead Pencils; Diamond and Felt Rubber Erasers; Graphic Scrap Books.

Miscellaneous.—Webster's Unabridged and National Dictionaries; Joslyn's Globes; Hooker's First Book in Physiology; Song Garden, No. 2.

GRAMMAR SCHOOLS.

Reading.—Franklin Third, Third Advanced, Fourth, New Fourth, Intermediate, Fifth and New Fifth Readers; Monroe's Third, Third Advanced and Fourth Readers; Appleton's Third, Introductory Fourth, Fourth and Fifth Readers; Swinton's Third, Fourth and Fifth Readers; Higginson's Young Folks' History of the United States; Quackenbos' Elementary History of the United States.

Language.—Whitney's Elementary English (Knox); Reed and Kellogg's Graded Lessons.

Spelling.—Swinton's Word Book.

Geography.—Swinton's Introductory and Grammar School Geographies; Cornell's Outline Maps.

Arithmetic.—Fish's Arithmetic, No. 2; Greenleaf's Intellectual Arithmetic; Gleason's Arithmetical Cards.

History.—Anderson's G. S. United States History.

Drawing.—Walter Smith's Manual of Drawing, Parts II and III; Smith's Drawing Books, Nos. 4, 5, 6, 7 and 8.

Music.—Song Garden, No. 2; Musical Manual for Grammar Schools.

Writing.—Graphic System of Writing; Meservey's Single-entry Book-keeping.

Stationery.—David's, Stafford's Universal and Pomeroy's Inks; Spencerian Pens, Nos. 1, 5 and 9; Gillott's Pens, Nos. 351 and 404; Pen-holders; Ink-wells; Ink-well Covers; Teachers' Ink-stands; Blotters; Slate Pencils; Lead Pencils; Spelling Slates; Slates, 6x9 and 6½x10; Crayons, viz.: Waltham, New York Company's, New York Company's Enameled; Practice Paper for Writing and Drawing; Foolscap and Examination Paper; Mucilage; Perfumed Paste; Thermometers; 12-inch Rulers; Graphic Scrap Books.

Miscellaneous.—Webster's Unabridged and National Dictionaries; Fitz's Globes; Joslyn's Globes; Hooker's First Book in Physiology.

HIGH SCHOOL.

Mathematics.—Franklin Written Arithmetic; Greenleaf's Intellectual Arithmetic; Thomson's Commercial Arithmetic; Davies' University Algebra; Brooks' Elementary Geometry; Davies' Legendre.

Latin.—Allen and Greenough's Grammar; Leighton's Lessons; Arnold's Prose Composition; Jones' Prose Composition; Chase and Stuart's Cæsar; Chase and Stuart's Cicero; Chase and Stuart's Virgil's Æneid; Chase and Stuart's Virgil's Eclogues; Pennell's Ancient Rome; Easy Latin Stories; Latin for Sight Reading; Tetlow's Lessons.

Greek. — Harkness' First Book; Leighton's Lessons; Goodwin's Grammar; Jones' Prose Composition; Boise's Xenophon's Anabasis; Goodwin's Xenophon's Anabasis; Owen's Homer's Iliad; Boise's Homer's Iliad; Pennell's Ancient Greece; Moss' First Reader.

German.—Stern's Studien und Plaudereien, Parts I and II; Worman's First Book; Worman's Second Book.

Natural Science. — Hooker's Natural History; Dana's Geological Story; Lockyer's Astronomy; Rolfe and Gillett's Hand-book of Natural Philosophy; Gage's Physics; Steele's Physics; Elliot and Storer's Elementary Chemistry; Walker's Physiology and Hygiene; Gray's How Plants Grow; Houston's Physical Geography.

Language and Literature.—Quackenbos' Rhetoric; Quackenbos' First Lessons in Composition; Gilmore's Art of Expression; Backus' Shaw's English Literature; Hill's Elements of Rhetoric and Composition.

Miscellaneous.—Townsend's Civil Government; Wayland's Political Economy, abridged; Webster's Unabridged and National Dictionaries; Bryant and Stratton's Common School Book-keeping; The Triumph; Anderson's General History; Carhart's Commercial Law.

Stationery.—Same as for grammar schools, and in addition blank books for commercial department.

NORMAL SCHOOL.

Science.—Porter's Elements of Intellectual Science; Wayland's Moral Science.

Reading.—Cathcart's Literary Reader.

Music.—The Triumph; Jepson's First Music Book.

Stationery.—Same as for Grammar Schools.

Instructions for Preparing Cards, Reports, Etc.

INSTRUCTIONS

FOR PREPARING CARDS, REPORTS, ETC.

Records of attendance, scholarship and deportment shall be kept in all the Public Schools, in a manner prescribed by the City Superintendent, and in accordance with Article V., Section 11, of the regulations. These records shall be uniform in all schools of the same grade.

RULES FOR KEEPING RECORDS.

First.—Any pupil who shall have been present five days during any term, shall be enrolled as a member of the school; and whenever present five days during any one month, shall be considered an enrolled pupil for that month.

Second.—When a teacher shall have satisfactory evidence that a pupil has left school, without the intention of returning, such pupil's name shall be immediately stricken from the roll, but any absence recorded against such pupil, before the teacher receives such information, shall remain and shall be regarded as other absences.

Third.—When a pupil is suspended from school, by any of the rules of the Board, his or her name shall be stricken from the roll forthwith.

Fourth.—When a pupil has been absent from school more than five consecutive days, *for any cause*, his or her name shall be stricken from the roll at the end of five days; the

absence, however, shall be recorded while the name remains on the roll.

Fifth.—Regular pupils, whose names have been enrolled, but who are not present on the first day of any subsequent term during that year, shall be marked absent.

Sixth.—The number of enrolled pupils, for each month, shall consist of all such as are members of the school for that month, in accordance with the foregoing rules.

Seventh.—The average number of enrolled pupils for any month, term or year, shall be found by dividing the whole number of days of *membership* by the number of days of *school* during the month, term or year.

Eighth.—The average daily attendance of any class or school, for any period of time, shall be found by dividing the whole number of days the pupils have been *present* by the number of days the school has been open during such period.

Ninth.—The percentage of attendance shall be found by dividing one hundred times the average daily attendance by the average number enrolled.

DEPORTMENT CARDS, ETC.

The scholarship and deportment of each pupil shall be marked on his card as follows: Excellent, good, fair, poor, very poor.

The card sent home will show the actual standing of the pupil and should also show the number of days absent and the times tardy, and whether on account of sickness or otherwise.

MONTHLY CERTIFICATES.

Monthly Certificates of Approbation shall be awarded to pupils in the grammar and primary schools on the following basis:

The punctuality must be 100 per cent.—no tardiness will be excused. A pupil may be *excused* one day in each month for *sickness only*.

Attendance.—A pupil, if absent one day from sickness, will be marked 95 per cent.; if absent one-half day, 97½ per cent. Such absence does not affect his percentage for scholarship or deportment; for in such cases the sum of the credits for the month will be divided by 19 or 19½ instead of 20.

In scholarship and deportment the pupil must receive not less than *good* in all subjects, except writing and drawing, and in these not less than *fair*, to entitle him to a certificate.

YEARLY TESTIMONIALS.

At the close of each *school year*, all pupils in the High, grammar and primary schools, who have not been *tardy*, nor *absent* more than *ten* days during the *year*, and *that* on account of personal sickness, or sickness or death in family of which the pupil is a member, and whose record shall show an average of not less than *good* in all subjects, except writing and drawing, and in these not less than *fair*, for the year, shall receive testimonials for "DISTINGUISHED MERIT."

Pupils transferred from one school to another during the year will take with them a certificate of their record from the school they leave.

In estimating attendance, no absence—*except from sickness*—and no tardiness will be excused.

Statistics.

CENSUS, 1887.

SCHOOL AGE, FIVE TO EIGHTEEN YEARS.

Ward.	Enumerator.	No. Children.
First	Edward F. McCormack	2,090
Second	James Wilkinson	2,068
Third	Edward J. Merrell	1,629
Fourth	Peter Bey	1,919
Fifth	James Gilsenan	1,627
Sixth	Richard Heerwagen	7,042
Seventh	Wm. J. Joyce, Jr.	2,670
Eighth	John V. Case	4,496
Ninth	Joseph L. Miller	1,442
Tenth	Jeremiah O. Tunison	3,649
Eleventh	A. Monroe Porter	2,420
Twelfth	Timothy Faughnan	5,342
Thirteenth	Fred. Schnellbacher	7,606
Fourteenth	Wm. C. King	1,056
Fifteenth	Samuel R. Cairns	2,042
Total		47,098
Enumeration, 1886		45,818
Increase		1,280

TABLE A.

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE.

Names of School Houses.	Value of Sites.	Building and Furniture.	Total.
High	$25,000	$48,000	$73,000
Burnet Street	25,000	50,000	75,000
State Street	10,000	19,000	29,000
Market Street	15,000	18,000	33,000
Washington Street	15,000	40,000	55,000
Lawrence Street	25,000	40,000	65,000
Commerce Street and Colored	10,000	14,500	24,500
Lafayette Street	15,000	35,000	50,000
Newton Street	10,000	40,000	50,000
Camden Street	4,200	32,000	36,200
Thirteenth Avenue	8,500	9,343	17,843
South Tenth Street	6,000	10,000	16,000
Wickliffe Street	6,000	10,000	16,000
Summer Avenue	10,000	48,000	58,000
Webster Street	10,000	25,000	35,000
Elliot Street	5,000	10,000	15,000
Chestnut Street	10,000	40,000	50,000
Oliver Street	10,000	40,000	50,000
South Street	5,000	28,000	33,000
Walnut Street	8,000	7,000	15,000
Houston Street	-----	2,000	2,000
South Eighth Street	7,000	40,000	47,000
Roseville Avenue	4,800	18,000	22,800
North Seventh Street	3,000	3,000	6,000
South Market Street	8,000	30,000	38,000
Hamburg Place	4,000	35,000	39,000
Hawkins Street	5,000	10,747	15,747
Morton Street	7,000	45,000	52,000
Eighteenth Avenue	7,000	40,000	47,000
Monmouth Street	6,000	45,000	51,000
Miller Street	7,000	20,000	27,000
Elizabeth Avenue	2,500	2,000	4,500
Central Avenue	10,000	40,000	50,000
Lock Street	5,000	6,000	11,000
	$309,000	$900,590	$1,209,590

TABLE B.

SEATING CAPACITY.

School.	Grammar Departm't.	Primary Departm't.	Total.
Normal	----	*36	36
High	†374	†472	846
Burnet Street	424	350	774
Eagles Street	----	56	56
State Street	----	572	572
James Street	----	164	164
Market Street	----	416	416
Washington Street	415	336	751
Marshall Street	----	190	190
Lawrence Street	304	262	566
Commerce Street	----	284	284
Colored	56	162	218
Lafayette Street	246	570	816
Newton Street	392	568	960
Camden Street	----	688	688
South Tenth Street	----	506	506
Holland Street	----	91	94
Wickliffe Street	----	352	352
Summer Avenue	406	240	646
Summer Avenue Annex	----	108	108
Webster Street	‡192	420	612
Bloomfield Avenue	----	108	108
Elliot Street	----	232	232
Chestnut Street	500	352	852
Oliver Street	492	382	874
South Street	----	516	516
Walnut Street	----	390	390
Houston Street	----	120	120
South Eighth Street	372	360	732
Roseville Avenue	----	360	360
North Seventh Street	----	358	358
South Market Street	284	338	622
South Market Street Annex	----	48	48
Bowery Street	----	82	82
Hamburg Place	‡120	720	840
Clover Street	----	116	116
Morton Street	384	626	1,010
Eighteenth Avenue	‡150	824	974
Monmouth Street	----	960	960
Miller Street	----	512	512
Elizabeth Avenue	----	120	120
Central Avenue	384	416	800
Lock Street	----	236	236
	5,121	14,514	19,635

* Females, no Males. Not included in grand totals.
† 374 in Male department; 472 in Female; total, 846. Not included in grand totals.
‡ Intermediate Department.

TABLE C.

REPAIRS.

School Building.	Ordinary Repairs.	Extraordinary Repairs.	Whole Amount Expended.
High	$152 18	------	$ 339 73
Book-case	------	$32 50	------
Painting walls	------	109 00	------
Flagging	------	21 62	------
Extra plumbing	------	24 43	------
Burnet Street	394 86	------	903 72
Flagging	------	396 86	------
Painting	------	64 00	------
Metre boxes	------	48 00	------
Eagles Street	11 22	------	11 22
State Street	65 33	------	279 71
Extra painting	------	41 00	------
Extra mason work	------	23 48	------
Flagging	------	149 90	------
Market Street	166 35	------	464 81
Flagging	------	88 46	------
Extra painting	------	210 00	------
Washington Street	131 01	------	875 08
Removing tree	------	29 25	------
Extra plumbing	------	111 45	------
Flagging	------	562 05	------
Ceilings	------	41 32	------
Marshall Street	43 57	------	43 57
Lawrence Street	183 40	------	614 04
Gas fixtures	------	25 64	------
Painting	------	405 00	------
Commerce Street	87 24	------	353 74
New floor	------	145 00	------
Painting	------	85 00	------
Removing trees	------	8 00	------
Iron hand-rail	------	10 50	------
Plumbing	------	18 00	------
Colored	56 87	------	381 87
Painting	------	178 00	------
New floor	------	147 00	------
Lafayette Street	155 30	------	714 71
Painting roof	------	126 50	------
Board ceilings	------	92 00	------
Flagging	------	297 96	------
Painting office	------	42 95	------
Newton Street	251 15	------	772 97
Flagging	------	521 82	------

TABLE C—Continued.

School Building.	Ordinary Repairs.	Extraordinary Repairs.	Whole Amount Expended.
Camden Street	$90 42	------	$ 627 92
Extra sash	------	$95 00	------
Painting	------	210 11	------
Pointing up brick	------	141 58	------
Flagging	------	90 81	------
South Tenth Street	107 59	------	107 59
Holland Street	49 59	------	49 59
Wickliffe Street	87 77	------	354 66
Mason work	------	100 93	------
Cess-pool	------	17 01	------
Board ceilings	------	120 25	------
Painting	------	28 70	------
Summer Avenue	66 68	------	66 68
Webster Street	99 42	------	436 87
New floors	------	245 00	------
Wash-bowl	------	16 50	------
Painting	------	37 95	------
Storm porch	------	38 00	------
Bloomfield Avenue	19 56	------	19 56
Elliot Street	68 82	------	385 41
Fencing	------	12 00	------
Grading	------	31 00	------
Book-case	------	75 00	------
Extra mason work	------	67 69	------
Flagging	------	90 90	------
Painting	------	40 00	------
Chestnut Street	166 11	------	322 13
Painting	------	156 02	------
Oliver Street	93 67	------	845 02
Plaster ceiling	------	20 00	------
Flagging	------	85 66	------
Book-case	------	18 00	------
Relining gutters, etc.	------	278 56	------
Board ceilings	------	216 09	------
Painting	------	133 04	------
South Street	145 59	------	376 57
Painting	------	84 34	------
Widening iron gates	------	29 64	------
Sash and book-case	------	117 00	------
Walnut Street	115 51	------	373 53
Painting	------	58 22	------
Iron fence	------	144 00	------
Flagging	------	55 80	------
Houston Street	20 71	------	20 71
South Eighth Street	199 81	------	410 15
New steps and floors in halls	------	100 00	------
Painting	------	26 00	------
Gas pipe and fixtures	------	84 34	------

TABLE C—Continued.

School Building.	Ordinary Repairs.	Extraordinary Repairs.	Whole Amount Expended.
Roseville Avenue	$90 67	------	$ 200 30
Plumbing	------	$25 00	------
Painting	------	56 79	------
Enlarging iron gates	------	27 84	------
North Seventh Street	106 77	------	420 77
Painting	------	144 00	------
Fencing	------	150 00	------
Board walk	------	20 00	------
South Market Street	138 27	------	1,075 44
Board ceilings	------	306 00	------
Flagging	------	201 82	------
Pointing walls	------	130 85	------
Plumbing	------	95 37	------
Painting	------	203 13	------
South Market Street Annex	2 92	------	2 92
Bowery Street	5 24	------	5 24
Hamburg Place	72 43	------	423 73
Book-case	------	40 00	------
Painting	------	134 00	------
Flagging	------	10 96	------
Plumbing	------	80 34	------
Wire screens	------	26 00	------
Extra carpenter work	------	60 00	------
Morton Street	246 96	------	816 13
Painting	------	140 00	------
Pointing up mason work	------	177 48	------
Board ceiling	------	48 84	------
Flagging	------	202 85	------
Baldwin Street	69	------	69
Eighteenth Avenue	125 37	------	1,044 02
Flagging	------	331 82	------
Court floor	------	290 00	------
Painting	------	75 00	------
Pointing up brick work	------	141 08	------
Tree boxes	------	35 75	------
Extra carpenter work	------	45 00	------
Eighteenth Avenue Annex	16 98	------	16 98
Monmouth Street	154 19	------	154 19
Miller Street	74 57	------	488 15
Painting	------	156 41	------
Flagging	------	57 17	------
Fencing and grading	------	200 00	------
Central Avenue	181 75	------	375 75
Extra wardrobe	------	142 00	------
Painting	------	52 00	------
Lock Street	41 22	------	154 11
Painting	------	78 00	------
Pointing up mason work	------	34 89	------
Evening Drawing	17 03	------	17 03

TABLE D.

FUNITURE AND SUPPLIES.

School Building.	Ordinary Supplies.	Furniture and Wall Slates.	Whole Amount Expended.
Normal	$7 73	------	$7 73
High	206 33	------	296 11
Wall slates	------	$89 78	------
Burnet Street	139 50	------	343 24
Wall slates	------	53 74	------
New furniture	------	150 00	------
Eagles Street	19 56	------	19 56
State Street	47 73	------	68 46
Wall slates	------	20 73	------
James Street	5 65	------	5 65
Market Street	77 17	------	144 74
Wall slates	------	67 57	------
Washington Street	208 84	------	325 09
Wall slates	------	116 25	------
Marshall Street	18 98	------	18 98
Lawrence Street	132 11	------	165 02
Wall slates	------	32 91	------
Commerce Street	63 41	------	83 09
Wall slates	------	19 68	------
Colored	55 90	------	112 47
Wall slates	------	56 57	------
Lafayette Street	204 65	------	395 68
New furniture	------	120 76	------
Wall slates	------	70 27	------
Newton Street	171 96	------	203 06
Wall slates	------	31 10	------
Camden Street	35 53	------	35 53
South Tenth Street	141 93	------	204 40
Wall slates	------	62 47	------
Holland Street	47 17	------	47 17
Wickliffe Street	121 16	------	147 07
Wall slates	------	25 91	------
Summer Avenue	43 52	------	92 52
New furniture	------	49 00	------
Summer Avenue Annex	11 74	------	11 74
Webster Street	57 80	------	92 52
Wall slates	------	34 72	------
Bloomfield Avenue	57 51	------	57 51
Elliott Street	46 82	------	63 47
Wall slates	------	16 65	------
Chestnut Street	91 87	------	119 79
Wall slates	------	27 92	------
Oliver Street	100 29	------	151 38
Wall slates	-----	51 09	------

TABLE D—Continued.

School Building.	Ordinary Supplies.	Furniture and Wall Slates.	Whole Amount Expended.
South Street	$24 33	------	$24 33
Walnut Street	33 33	------	65 36
Wall slates	------	$32 03	------
Houston Street	7 75	------	7 75
South Eighth Street	147 05	------	270 65
New furniture	------	111 40	------
Wall slates	------	12 20	------
Roseville Avenue	15 80	------	15 80
North Seventh Street	61 78	------	83 39
Wall slates	------	21 61	------
South Market Street	109 72	------	184 45
Wall slates	------	74 73	------
South Market Street Annex	6 02	------	6 02
Bowery Street	3 96	------	3 96
Hamburg Place	30 73	------	32 19
Wall slates	------	1 46	------
Clover Street	7 42	------	7 42
Morton Street	163 41	------	229 28
Wall slates	------	65 87	------
Baldwin Street	1 56	------	1 56
Eighteenth Avenue	74 64	------	74 64
Monmouth Street	449 31	------	449 31
Miller Street	55 02	------	91 30
Wall slates	------	36 28	------
Central Avenue	148 57	------	184 52
Wall slates	------	35 95	------
Lock Street	52 56	------	91 89
Wall slates	------	39 33	------
Newton Street Evening	3 90	------	3 90
Central Avenue Evening	1 00	------	1 00
Morton Street Summer	1 42	------	1 42

TABLE E.

HEATING APPARATUS AND FUEL.

School Building.	Heating Apparatus.			Fuel.			
	Ordinary Expenditures.	Extraordinary Expenditures.	Total.	Tons of Coal.	Cost.	Cost of Wood	Total.
High	$15 36	-----	$15 36	58¼	$257 63	$8 00	$265 63
Burnet Street	29 59	-----	29 59	47	212 20	4 00	216 20
Eagles Street	15 59	-----	15 59	1½	7 28	2 00	9 28
State Street	14 82	-----	14 82	40	177 75	----	177 75
James Street	-----	-----	-----	27	115 20	2 00	117 20
Market Street	25 83	-----	25 83	62¼	275 18	4 25	279 43
Washington Street	39 15	-----	39 15	63¼	280 43	5 00	285 43
Marshall Street	38 78	-----	38 78	19	83 90	4 13	88 03
Lawrence Street	73 00	-----	73 00	47	211 05	----	211 05
Commerce Street	74 33	-----	74 33	35	150 75	4 00	154 75
Colored	15 75	-----	15 75	15	72 75	2 12	74 87
Lafayette Street	105 40	-----	105 40	28½	263 35	----	263 35
Newton Street	84 55	-----	84 55	96¾	420 98	8 25	429 23
Camden Street	9 18	----	9 18	74¾	330 53	4 00	334 53
South Tenth Street	97 73	-----	97 73	45¼	212 97	6 25	219 22
Holland Street	19 55	-----	19 55	3½	16 33	----	16 33
Wickliffe Street	28 12	-----	28 12	9½	46 08	4 13	50 21
Summer Avenue	48 46	-----	48 46	90¾	396 68	12 00	408 68
Summer Avenue Annex	2 50	-----	2 50	20	87 75	2 12	89 87
Webster Street	22 92	-----	22 92	40	180 00	4 00	184 00
Bloomfield Avenue	65 80	-----	65 80	3	13 71	2 13	15 84
Elliot Street	15 45	-----	15 45	24	107 80	4 25	112 05
Chestnut Street	20 59	-----	20 59	52	233 10	----	233 10
Oliver Street	238 27	-----	238 27	60	269 70	----	269 70
South Street	8 08	----	8 08	81	364 05	4 00	368 05
Walnut Street	68 05	$540 00	608 05	15	67 50	8 25	75 75
Houston Street	10 50	-----	10 50	14	62 10	----	62 10
South Eighth Street	80 23	-----	80 23	84½	371 25	8 25	379 50
Roseville Avenue	13 99	-----	13 99	47¼	210 37	8 00	218 37
North Seventh Street	21 95	-----	21 95	14	65 30	2 00	67 30
South Market Street	29 38	-----	29 38	68	302 40	4 25	306 65
South Market Street Annex	3 20	-----	3 20	3	13 15	4 12	17 27
Bowery Street	8 72	-----	8 72	8	38 15	2 00	40 15
Hamburg Place	47 76	-----	47 76	57	254 25	4 00	258 25
Clover Street	2 15	-----	2 15	10	47 20	4 00	51 20
Morton Street	59 23	-----	59 23	75	328 83	4 00	332 83
Baldwin Street	1 25	-----	1 25	7½	31 50	----	31 50
Eighteenth Avenue	85 53	-----	85 53	67	299 70	4 00	303 70
Eighteenth Avenue Annex	3 50	-----	3 50	----	------	----	------
Monmouth Street	30 35	-----	30 35	96	400 95	4 25	405 20
Miller Street	25 23	-----	25 23	46	206 55	4 00	210 55
Central Avenue	43 49	-----	43 49	68	306 00	----	306 00
Lock Street	13 33	-----	13 33	35	166 50	----	166 50
Evening Drawing	9 10	-----	9 10	1½	7 28	50	7 78

TABLE F.

Showing Average Enrollment, Salaries, Cost of School Books, other Ordinary Expenses, Total Ordinary Expenses, Extraordinary Expenses, Total Current Expenses, Cost of Books per Pupil, and Annual Cost per Pupil.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Repairs, Fuel, Heating, Janitors, Rent, etc.	Total Ordinary Expenses.	Extraordin'y Expenses for new Boiler; Furniture and Wall Slates; Repairs	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Normal	53	$1,347 57	$144 75	$119 08	$1,611 40	--------	$1,611 40	$2 73	$30 40
High	654	21,139 46	1,289 01	1,495 14	23,923 61	$277 33	24,200 94	1 97	36 58
Burnet Street Grammar	368	5,995 54	389 54	891 78	7,276 86	407 20	7,684 06	1 06	19 77
Burnet Street Primary	335	4,959 44	111 24	666 49	4,837 17	305 40	5,142 57	33	14 44
Eagles Street Primary	49	249 08	5 96	119 65	374 69	--------	374 69	12	7 65
State Street Primary	469	6,243 50	172 34	895 82	7,311 66	235 11	7,546 77	37	15 59
James Street Industrial	150	1,778 32	53 67	564 05	2,396 04	--------	2,396 04	36	15 97
Market Street Primary	413	5,532 28	193 39	1,072 80	6,798 47	366 03	7,164 50	47	16 46
Washington Street Grammar	394	6,677 64	555 52	974 60	8,207 76	516 19	8,723 95	1 41	20 83
Washington Street Primary	294	3,510 66	210 49	643 12	4,364 27	344 13	4,708 40	72	14 84
Marshall Street Primary	212	2,709 29	134 15	935 79	3,779 23	--------	3,779 23	63	17 83
Lawrence Street Grammar	287	5,151 55	318 79	767 39	6,237 73	270 41	6,508 14	1 11	21 73
Lawrence Street Primary	253	3,387 41	138 00	548 18	4,073 59	193 14	4,266 73	55	16 10
Commerce Street Primary	223	2,970 21	63 34	767 23	3,800 78	286 18	4,086 96	28	17 04
Colored	179	2,573 71	167 45	474 19	3,215 35	381 57	3,596 92	94	17 96
Lafayette Street Grammar	211	3,843 31	300 42	493 62	4,637 35	250 15	4,887 50	1 42	21 98
Lafayette Street Primary	485	6,671 29	206 50	987 60	7,865 39	500 29	8,365 68	43	16 22
Newton Street Grammar	373	5,781 82	335 39	761 02	6,878 23	245 74	7,123 97	90	18 44
Newton Street Primary	534	5,920 33	156 14	951 68	7,028 15	307 18	7,335 33	29	13 16
Camden Street Primary	602	6,651 80	341 39	1,136 26	8,129 45	537 50	8,666 95	57	13 50
South Tenth Street Primary	492	5,485 07	183 75	1,158 93	6,827 75	62 47	6,890 22	37	13 88
Holland Street Primary	47	410 00	27 03	325 24	762 27	--------	762 27	58	16 22
Wickliffe Street Primary	332	3,813 77	120 81	753 36	4,687 94	292 80	4,980 74	36	14 12
Summer Avenue Grammar	379	6,204 36	496 50	891 13	7,591 99	32 67	7,624 66	1 31	20 03
Summer Avenue Primary	233	2,403 63	116 03	445 51	2,965 17	16 33	2,981 50	50	12 73
Summer Avenue (Annex) Primary	117	1,411 98	20 71	653 41	2,086 10	--------	2,086 10	18	17 83
Webster Street Intermediate	186	3,091 54	147 11	340 48	3,579 13	124 06	3,703 19	79	19 24
Webster Street Primary	419	5,355 55	212 72	681 19	6,249 46	248 11	6,497 57	51	14 92
Bloomfield Avenue Primary	56	541 13	53 84	366 71	961 68	--------	961 68	96	17 17
Elliot Street Primary	185	2,331 79	160 29	716 22	3,208 30	333 24	3,541 54	87	17 34
Chestnut Street Grammar	522	7,748 38	666 84	806 66	9,221 88	114 96	9,336 84	1 27	17 67

Chestnut Street Primary	285	3,436 36	158 73	482 05	4,077 14	68 98	4,146 12	0 56	14 31	
Oliver Street Grammar	420	7,023 58	557 01	873 19	8,453 78	481 46	8,935 24	1 33	20 13	
Oliver Street Primary	273	3,507 54	129 78	581 89	4,219 21	320 98	4,540 19	48	15 45	
South Street Primary	324	5,396 80	281 23	1,165 09	6,843 12	230 98	7,074 10	87	21 12	
Walnut Street Primary	349	5,199 45	182 10	837 55	6,219 10	830 05	7,049 15	52	17 82	
Houston Street Primary	108	1,204 78	26 58	406 41	1,637 77	--------	1,637 77	25	15 16	
South Eighth Street Grammar	317	5,864 04	278 87	881 52	7,024 43	190 82	7,215 25	88	22 16	
South Eighth Street Primary	320	4,207 39	149 42	661 33	5,018 14	143 12	5,161 26	47	15 68	
Roseville Avenue Primary	303	3,892 39	141 43	815 04	4,848 86	109 63	4,958 49	47	16 00	
North Seventh Street Primary	139	1,958 32	90 02	696 40	2,744 74	335 61	3,080 35	65	19 75	
South Market Street Grammar	240	4,693 05	292 23	658 01	5,553 29	505 95	6,059 24	1 22	23 14	
South Market Street Primary	334	3,775 85	216 28	658 02	4,650 15	505 95	5,156 10	65	13 92	
South Market Street (Annex) Primary	49	565 26	21 71	389 91	976 88	--------	976 88	44	19 94	
Bowery Street Primary	81	1,019 59	24 75	478 67	1,523 01	--------	1,523 01	31	18 80	
Hamburg Place Intermediate	94	1,569 42	154 50	166 24	1,890 16	50 39	1,940 55	1 64	20 11	
Hamburg Place Primary	657	7,178 29	250 86	998 06	8,427 21	302 37	8,729 58	38	12 83	
Clover Street Industrial	105	1,237 94	55 78	262 57	1,556 29	--------	1,556 29	53	14 82	
Morton Street Grammar	314	5,905 36	559 26	677 78	7,142 40	267 39	7,409 79	1 78	22 75	
Morton Street Primary	677	7,002 18	411 51	931 98	8,345 67	367 65	8,713 32	61	12 33	
Baldwin Street Primary	139	576 00	5 48	187 00	768 48	--------	768 48	04	5 53	
Eighteenth Avenue Intermediate	121	2,238 56	211 50	238 96	2,689 02	162 11	2,851 13	1 75	22 22	
Eighteenth Avenue Primary	804	9,022 27	382 76	1,115 29	10,520 32	756 54	11,276 86	48	13 08	
Eighteenth Avenue (Annex) Primary	99	444 24	2 01	180 48	626 73	--------	626 73	02	6 33	
Monmouth Street Primary	569	3,122 65	554 48	1,575 60	5,252 73	--------	5,252 73	97	9 23	
Miller Street Primary	402	5,290 66	375 37	976 60	6,642 63	449 86	7,092 49	93	16 52	
Central Avenue Grammar	291	5,103 45	267 24	717 71	6,088 40	114 98	6,203 38	92	20 92	
Central Avenue Primary	357	4,163 25	166 73	717 70	5,047 68	114 97	5,162 65	47	14 14	
Lock Street Primary	218	2,706 84	68 50	663 24	3,438 58	152 22	3,590 80	31	15 77	
Lafayette Street Evening	249	1,525 40	81 96	357 61	1,964 97	--------	1,964 97	33	7 89	
Newton Street Evening	260	1,430 00	57 05	266 85	1,753 90	--------	1,753 90	22	6 75	
Webster Street Evening	204	1,351 00	85 62	260 15	1,696 77	--------	1,696 77	42	8 32	
South Market Street Evening	264	1,710 32	86 02	237 85	2,034 19	--------	2,034 19	33	7 71	
Morton Street Evening	377	2,098 05	98 27	439 73	2,636 05	--------	2,636 05	26	6 99	
Central Avenue Evening	242	1,534 52	90 16	225 15	1,849 83	--------	1,849 83	37	7 64	
Evening Drawing	189	863 00	86 83	615 76	1,565 59	--------	1,565 59	46	8 28	
Newton Street Summer	347	288 11	15 04	18 00	321 15	--------	321 15	04	93	
Webster Street Summer	263	190 96	59 54	12 00	262 50	--------	262 50	23	1 00	
South Street Summer	167	148 10	59 69	9 00	216 79	--------	216 79	36	1 30	
Hamburg Place Summer	303	230 94	15 36	15 00	261 30	--------	261 30	05	86	
Morton Street Summer	402	275 26	34 33	19 42	329 01	--------	329 01	09	82	

Annual cost per pupil in Normal School, $30.40; in High School, $36.58; in Grammar Schools, $20.48; in Intermediate Schools, $20.34; in Primary Schools, $14.54; in Industrial Schools, $15.50; in Colored School, $17.96; in the Day Schools, $16.94; in the Evening Schools $7.56; in the Summer Schools, $0.94.

TABLE G.

NAME AND GRADE OF SCHOOL.	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole number of pupils.	Average number of registered pupils.	Average daily attendance for year.	No. of months school has been kept open during year.	No. of children bet. 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy during year.	No. of cases of tardiness during year.	No. of different classes in school.	No. suspended or expelled during year.	No. of visits by City Superintendent.	No. of visits by Commissioners.
Normal	----	1	------	55	55	53	49	10	*30	49	4	------	------	2	6	6	13	3	----	55	17
High	7	12	294	440	734	654	595	10	†690	104	437	66	38	89	45	38	532	18	7	60	53
GRAMMAR SCHOOLS.																					
Burnet Street	1	8	206	216	422	368	344	10	422	17	276	48	19	62	16	14	117	8	6	31	12
Washington Street	1	9	208	237	445	394	358	10	445	20	297	54	21	53	20	20	26	9	5	37	70
Lawrence Street	1	7	155	175	330	287	268	10	330	23	204	36	31	36	13	13	90	7	6	36	28
Lafayette Street	1	5	115	135	250	211	193	10	250	75	88	34	20	33	11	11	22	5	----	12	----
Newton Street	1	8	246	202	448	373	347	10	448	34	257	47	35	75	33	26	102	8	6	12	34
Summer Avenue	1	8	197	233	430	379	351	10	430	18	290	52	24	46	18	18	7	8	1	13	10
Chestnut Street	1	11	270	319	589	522	472	10	589	24	396	70	41	58	14	13	82	16	5	31	9
Oliver Street	1	10	231	253	484	420	385	10	484	40	302	45	30	67	39	39	26	10	3	12	22
South Eighth Street	1	8	178	202	380	317	294	10	380	19	231	46	25	59	19	19	99	8	1	10	17
South Market Street	1	6	157	140	297	240	222	10	297	28	138	44	42	45	26	25	101	6	----	12	11
Morton Street	1	8	197	168	365	314	283	10	365	35	200	54	31	45	20	17	94	19	3	28	14
Central Avenue	1	7	180	172	352	291	266	10	352	64	144	43	32	69	23	22	232	7	----	9	10
Total in Grammar Schools	12	95	2,340	2,452	4,792	4,116	3,783	10	4,792	397	2,823	573	351	648	252	237	998	111	36	243	237
Webster St. Intermediate	1	4	99	121	220	186	173	10	220	7	139	24	18	32	7	7	30	4	1	13	12
Hamburg Place "	1	2	53	57	110	94	89	10	110	22	53	12	5	12	8	8	------	2	----	5	15
Eighteenth Ave. "	1	3	65	80	145	121	111	10	145	1	90	21	13	20	1	1	5	3	----	13	----
Total in Grammar Grades	15	104	2,557	2,710	5,267	4,517	4,156	10	5,267	433	3,105	630	387	712	268	253	1,033	120	37	274	264

* In Normal School over 18, 25.

† In High School over 18, 44.

TABLE G—Continued.

NAME AND GRADE OF SCHOOL.	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole number pupils.	Average number registered pupils.	Average daily attendance for year.	No. of months school has been kept open during year.	No. of children bet. 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy during year.	No. of cases of tardiness during year.	No. of different classes in school.	No. suspended or expelled during year.	No. of visits by City Superintendent.	No. of visits by Commissioners.
PRIMARY SCHOOLS.																					
Burnet Street	----	6	206	218	424	335	302	10	424	9	244	49	33	89	7	7	63	6	2	31	12
State Street	----	11	309	321	630	469	418	10	630	28	276	89	62	175	23	19	66	10	----	9	13
Market Street	1	7	257	281	538	413	371	10	538	13	275	53	59	138	15	15	23	8	----	46	9
Washington Street	----	6	191	197	388	294	262	10	388	8	180	54	46	100	8	8	72	6	----	37	70
Marshall Street	----	5	137	150	287	212	190	10	287	56	104	39	15	73	7	6	55	5	----	9	39
Lawrence Street	----	5	153	150	303	253	229	10	303	2	181	47	23	50	6	4	99	1	----	36	22
Commerce Street	----	5	164	163	327	223	189	10	327	-----	112	68	42	105	-----	-----	141	5	1	15	52
Lafayette Street	----	10	312	351	663	485	416	10	663	81	212	114	74	182	6	6	54	10	----	12	----
Newton Street	----	10	331	357	688	534	495	10	688	15	369	77	64	163	15	14	47	10	5	12	34
Camden Street	1	12	472	354	826	602	524	10	826	6	322	144	120	234	5	4	14	12	6	9	16
South Tenth Street	1	9	328	303	631	492	447	10	631	13	332	91	61	134	13	13	70	9	2	8	10
Holland Street	----	1	28	20	48	47	44	2	48	-----	-----	-----	-----	48	-----	-----	4	1	----	2	1
Wickliffe Street	----	7	250	221	471	332	287	10	471	61	147	59	64	140	8	8	125	6	2	5	7
Summer Avenue	----	4	155	152	307	233	202	10	307	1	129	65	25	87	1	1	6	4	1	13	10
Summer Avenue Annex	----	2	65	85	150	117	103	10	150	18	54	27	17	34	2	2	31	4	----	3	6
Webster Street	----	8	269	243	512	419	373	10	512	8	285	86	43	90	8	6	132	8	----	13	12
Bloomfield Avenue	----	1	32	35	67	56	47	3	67	-----	-----	-----	-----	67	-----	-----	3	1	----	4	----
Elliot Street	----	4	122	126	248	185	160	10	248	-----	111	41	27	69	-----	-----	280	6	12	3	2
Chestnut Street	----	5	190	197	387	285	257	10	387	2	173	66	39	107	2	2	41	5	2	31	9
Oliver Street	----	5	197	189	386	273	243	10	386	8	153	56	48	121	8	8	17	5	----	12	22
South Street	1	8	223	236	459	324	282	10	459	7	186	68	55	143	7	6	86	8	----	21	32
Walnut Street	1	8	258	242	500	349	307	10	500	3	212	56	56	173	3	3	144	8	2	5	15
Houston Street	----	2	67	75	142	108	90	10	142	2	63	27	12	38	2	1	86	2	4	2	3
South Eighth Street	----	6	245	203	448	320	271	10	448	6	159	88	63	132	6	5	224	6	1	10	17
Roseville Avenue	----	7	194	185	379	303	263	10	379	4	201	54	41	79	4	4	190	6	2	4	10
North Seventh Street	----	3	115	98	213	139	118	10	213	5	65	34	29	80	5	5	184	7	----	4	12
South Market Street	----	6	240	214	454	334	297	10	454	29	198	70	54	103	13	8	279	6	2	12	11
So. Market Street Annex	----	1	33	43	76	49	41	10	76	-----	19	12	16	29	-----	-----	60	1	----	2	4
Bowery Street	----	2	76	53	129	81	71	10	129	2	48	13	17	49	2	-----	270	2	----	2	2
Hamburg Place	----	12	443	429	872	657	591	10	872	93	308	159	102	210	18	18	8	12	----	5	15
Morton Street	----	11	443	433	876	677	613	10	876	19	414	163	85	195	19	17	218	12	5	28	14
Eighteenth Avenue	----	14	544	519	1063	804	700	10	1063	4	482	196	125	256	4	3	66	15	----	13	----
Monmouth Street	1	10	333	277	610	569	465	2	610	-----	149	54	144	263	-----	-----	182	10	1	19	5
Miller Street	----	9	274	253	527	402	352	10	527	50	225	71	48	133	4	4	19	8	2	8	26
Central Avenue	----	7	254	240	494	357	318	10	494	8	223	83	47	133	8	8	372	7	----	9	9
Lock Street	----	4	175	142	317	218	187	10	317	1	115	43	42	116	1	-----	154	4	----	4	4
Total in Primary Schools	6	233	8,085	7,755	15,840	11,950	10,525	10	15,840	562	6,726	2,416	1,798	4,338	230	205	3,885	236	52	461	525

TABLE G—Continued.

NAME AND GRADE OF SCHOOL.	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole number of pupils.	Average number of registered pupils.	Average daily attendance for year.	No. of months school has been kept open during year.	No. of children bet. 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy during year.	No. of cases of tardiness during year.	No. of different classes in school.	No. suspended or expelled during year.	No. of visits by City Superintendent.	No. of visits by Commissioners.
James Street Industrial	----	3	137	139	276	150	119	10	276	21	53	37	28	137	1	1	270	3	----	4	5
Clover Street "	----	2	78	80	158	105	80	10	158	20	11	22	19	86	------	------	92	2	----	1	3
Total in Primary Grades	6	238	8,300	7,974	16,274	12,205	10,724	10	16,274	603	6,790	2,475	1,845	4,561	231	206	4,247	241	52	466	533
Colored School	1	3	137	118	255	179	148	10	255	53	45	52	28	77	7	1	1,753	8	1	8	6
Total in Day Schools	29	358	11,288	11,297	22,585	17,608	15,672	10	22,516	1,242	10,381	3,223	2,298	5,441	557	504	7,578	390	97	863	873
EVENING SCHOOLS.																					
Lafayette Street	5	5	273	131	404	249	189	5	------	------	------	------	------	------	------	------	------	8	4	5	10
Newton Street	6	3	322	88	410	260	199	5	------	------	------	------	------	------	------	------	------	8	5	4	35
Webster Street	2	6	225	81	306	204	153	5	------	------	------	------	------	------	------	------	------	7	2	4	2
South Market Street	4	6	335	127	462	264	200	5	------	------	------	------	------	------	------	------	------	9	3	4	10
Morton Street	5	9	515	154	669	377	284	5	------	------	------	------	------	------	------	------	------	13	34	4	8
Central Avenue	5	4	272	127	399	242	189	5	------	------	------	------	------	------	------	------	------	8	4	5	10
Evening Drawing	3	----	319	------	319	189	163	6	------	------	------	------	------	------	------	------	------	6	----	6	5
Total in Evening Schools	30	33	2,261	708	2,969	1,785	1,377	5	------	------	------	------	------	------	------	------	------	59	52	32	80

Rules.

RULES

OF THE

BOARD OF EDUCATION.

ORGANIZATION.

1. The Board of Education shall meet on the Wednesday next succeeding the first Tuesday after the first day of January, in each year, for the purpose of organization, at which time a President, Secretary, Assistant Secretary, City Superintendent and Superintendent of Erection and Repairs of School Houses shall be elected for the ensuing year; but should no election of officers take place at that meeting, said election shall be in order at any meeting convened thereafter.

MEETINGS.

2. Regular monthly meetings of the Board shall be held on the last Friday of each month. The hour of meeting shall be eight o'clock p. m. during the year. At the hour appointed, the roll shall be called, and the names of the members then present recorded by the Secretary. The names of other members shall be recorded as they may afterwards appear. As soon as a quorum shall be present, the Board shall proceed to business, and, after the organization, no member shall retire without the permission of the Chair.

3. A quorum shall consist of a number of Commissioners greater by one than the number of wards in the city, and no resolution or order shall be adopted unless with the consent of a like number, but a less number may adjourn from time to time.

4. Special meetings may be called by the President when he shall deem it expedient; and shall be called by him (or in his absence or illness, by the Secretary), when requested in writing by five members.

DUTIES OF PRESIDENT.

5. The President, or in his absence, a President *pro tem.*, shall preside at the meetings of the Board; shall preserve order and decorum; may speak to points of order, and decide all questions of order, subject to an appeal to the Board on motion of any member, regularly seconded; and no other business shall be in order until the appeal shall have been decided. He may express his opinion on any subject under debate, but in such case he shall leave the chair and not resume it while the question is pending; but he may state facts, give his opinion on questions of order, or explain his vote, without leaving his seat. He shall appoint all committees and be *ex officio* a member of the same. He shall also be the executive officer of the Board, and as such effect insurance, sign contracts and leases, and perform such other duties as the Board may prescribe.

DUTIES OF SECRETARY.

6. The Secretary shall give notice of all meetings of the Board, attend them and keep full minutes of the preceedings; notify the chairman of every special com-

mittee, stating the duties assigned and the names of his associates; keep a full account of all moneys received and expended, and a separate and detailed account with each school, and draw warrants for all payments ordered by the Board; prepare, monthly, a schedule of the names of the officers, teachers and janitors in the schools, and the amount of salary due to each; also, quarterly, of the names of the persons to whom rent is due, and the amount due to each, and transmit the same to the City Auditor of Accounts. He shall receive and compile the returns of the enumerators of the several wards of the city, and transmit the same to the County Superintendent of public schools of Essex County; under the direction and rules of the Board and of the several committees, order all supplies for the schools, and keep a duplicate of his orders, and have charge of the supplies in stock; have the custody of the records, books and papers of the Board. He shall keep his office open daily from 8 a. m. until 5 p. m. (excepting Saturdays, when the offices of the Board shall be closed at 12 m.), and perform such other duties as may be required by law or by the Board, and his compensation shall be as the Board may prescribe.

DUTIES OF ASSISTANT SECRETARY.

7. The Assistant Secretary shall assist in the office of the Secretary, under his direction; in the absence of the Secretary, perform the duties of that officer and render such other services as the Board may require; and his compensation shall be as the Board may prescribe.

DUTIES OF CITY SUPERINTENDENT.

8. The City Superintendent shall have general supervision of the schools, and visit them as regularly and frequently as possible; with the Committee on Course of Study and Examinations, have the general direction and control of the examinations and see that the regulations of the Board, in relation to the schools, are carried into effect. He shall receive the reports of the principals; keep full and accurate statistics of the schools in a suitable book; report to the Board, monthly, the condition of the schools, with his suggestions thereon, and make the annual report to the Board required by law. He shall devote his whole time to the discharge of his official duties, and his compensation shall be such as the Board may prescribe.

DUTIES OF SUPERINTENDENT OF ERECTION AND REPAIRS.

9. The Superintendent of Erection and Repairs shall supervise the erection, heating, ventilation and repairs of school houses, under the direction of the committees having charge of the same, and personally execute such repairs as he may be required by the committee to make. He shall perform such other duties as the Board or the committees named may require; attend the meetings of the Committee on Accounts, to explain bills coming under his supervision; report daily at the office of the Board, and remain there when not elsewhere employed. His compensation shall be as the Board may prescribe.

STANDING COMMITTEES.

10. The standing committees for the year shall be as follows:

1. Committee on Finance, seven members.
2. Committee on Accounts, three members.
3. Committee on School Houses, seven members.
4. Committee on Repairs, five members.
5. Committee on Heating, five members.
6. Committee on Teachers, seven members.
7. Committee on Normal and Training School, five members.
8. Committee on High School, five members.
9. Committee on Evening Schools, five members.
10. Committee on Colored School, five members.
11. Committee on Industrial Schools, three members.
12. Committee on Text Books, Course of Study and Examinations, seven members.
13. Committee on School Furniture and Supplies, three members.
14. Committee on Sanitary Regulations, three members.
15. Committee on Rules and Legislation, five members.

11. The Committee on Finance shall present to the Board, annually, at the time prescribed by law, an estimate of the amount of money required for the support of the public schools during the year, specifying as provided in Title V. of the Charter of the City of Newark, the several sums for each branch of expenditure, and apportion the actual amounts appropriated for the use of this Board as soon as possible after such

appropriations; supervise and examine the accounts of receipts and disbursements in the Secretary's office, and report to the Board at each regular meeting the amounts received and expended under each branch of the expenditure from the commencement of the fiscal year. Also, in case of necessity, after consultation with the committees interested, they shall readjust and reapportion the allotments to the several branches of expenditure, and report the same to the Board; and report from time to time on the character and propriety of all additional or extraordinary expenditures, and have general charge and supervision of all the financial affairs of the Board.

12. The Committee on Accounts shall receive and examine all bills and accounts referred to them by the Board, and if satisfied of their correctness, shall so certify thereon, and return the same to the Board at their next regular meeting after such reference, unless required by the Board to report thereon sooner, and shall audit and approve, before payment, the pay and rent rolls. They shall also examine into all controverted claims and report thereon to the Board.

13. The Committee on School Houses shall have supervision of school sites and buildings; recommend approprite sites for school houses; prepare and submit to the Board plans and specifications for the erection of such houses, extensions or additions as shall be ordered by the Board, and cause all contracts for the performance of the work to be duly executed. They shall submit to the Board, for their approval or rejection, methods of heating and ventilating new school houses, but the specifications and contracts for heating and ventilating shall be under the direction of the Committee on Heating.

14. THE COMMITTEE ON REPAIRS shall have supervision and charge of all ordinary repairs; shall visit and examine the school houses, and report to the Board at the regular meeting in May the condition and wants of each for the ensuing year, with estimates of the expenditures necessary to meet the same. They shall submit plans and specifications for any extraordinary repairs, and, under the direction of the Board, cause all contracts therefor to be properly executed.

15. THE COMMITTEE ON HEATING shall, under the direction of the Board, by contract or otherwise, provide all heating and ventilating apparatus and appliances for the schools, and cause the same to be cleaned, repaired and refitted, and shall supply the necessary fuel. They shall, on recommendation of Commissioners, appoint janitors, prescribe their duties and publish directions for their government, and for cause may discharge them, of which discharge they shall give notice to the proper Commissioners.

16. THE COMMITTEE ON TEACHERS shall, with the City Superintendent, examine all applicants for positions as teachers, and recommend to the Board such as they deem qualified. With the City Superintendent, they may employ and determine the grade of teachers temporarily, but temporary appointments shall be sub mitted to the Board for approval or rejection at its next meeting. They shall determine the salaries for all the grades of teachers and report the same to the Board for its approval. They shall investigate all complaints made against teachers, and report thereon to the Board whenever required; and with the sanction of the President, may, in emergency, suspend a teacher until the case shall have been acted upon by the Board. In cases of suspension, a written statement of the facts

upon which such suspension is based shall be filed in the office of the City Superintendent for the information of the Commissioners. They shall perform such other duties as may be prescribed by the regulations or directed by the Board.

17. The Committees on Normal and Training School, High School, Evening Schools, and Colored School shall have the supervision of such schools, and from time to time recommend such regulations for their management as they may deem advisable, and by personal inspection and examination acquaint themselves with their condition, and report thereon to the Board. The Committee on Normal and Training School also shall have charge of the Teachers' Institute. Committees having more than one school in charge may subdivide themselves into smaller committees, to insure frequent and systematic visitation.

18. The Committee on Text-Books, Course of Study and Examinations shall, from time to time, recommend to the Board such school books, maps, globes, charts and illustrative apparatus as they may think best adapted to the wants of the schools, but no vote shall be taken upon such recommendation, until one month has elapsed, and no text-book intended to supersede one in use shall be introduced except at the commencement of a term. They shall contract for such supplies of books, maps and stationery, superintend the printing of all reports, documents, blank forms, etc., that may be specially ordered by the Board, or required in the transaction of the current business of the schools, and provide for their regular delivery by the contractor to the Secretary of the Board; and they shall have charge of the course of study in all the schools, and from time to time recommend such alterations and re-

visions thereof as they may deem proper. They shall also direct, and, with the Superintendent, prescribe the times and rules for all examinations which may be ordered by the Board.

19. The Committee on School Furniture and Supplies shall, under the direction of the Board, provide the school furniture and all miscellaneous articles not specified in the rules defining the duties of other committees.

20. The Committee on Sanitary Regulations shall have supervision of the sanitary condition of the schools and their surroundings, and from time to time recommend such measures as they may deem necessary for the prevention of disease, and for the promotion of the health of pupils and teachers.

21. The Committee on Rules and Legislation shall examine into all new rules, including proposed changes in the boundaries of districts, and report the same, with their recommendations thereon, at the next regular meeting of the Board. Before taking action on any boundary line they shall appoint a conference with Commissioners of wards affected by such changes. They may, from time to time, suggest such new rules or amendments as may be found necessary. They shall keep the Board advised of all laws of the State of New Jersey relating to schools and all proposed amendments or additions thereto, and recommend such action as may be appropriate. With the consent of the Board they shall employ such truant officers as the law provides to ascertain the number of children of school age, in each district, who may not be attending school, with a view to the enforcement of the law in such cases provided; they shall also ascertain whether any children of school age are employed in factories, contrary to law,

and recommend such action as may be needful. All statistics shall be tabulated for the use of the Board.

22. All committees shall discharge their duties without special direction of the Board, where the power is expressly given; but in other cases no action of a committee shall be binding until reported to and approved by the Board; and no expenditure exceeding twenty-five dollars ($25) in one month shall be made by a committee for any school without such prior approval. No member of the Board shall be interested in, or derive pecuniary benefit, directly or indirectly, from any contract, agreement or purchase made by or for any committee of the Board. Every report shall be signed by a majority of the committee, and shall contain a statement of facts, with their opinion in writing. No report shall be made by a committee unless the subject thereof shall have been considered at a meeting of which the members have been notified. When such report is made, a minority of the committee may also present their views in writing.

RULES OF ORDER.

23. The regular order of business at the meetings of the Board shall be as follows:

1. Calling the Roll.
2. Reading the Minutes.
3. Reception of Petitions and Memorials.
4. Presentation of Bills and Claims.
5. Reports of Standing Committees.
6. Reports of Special Committees.
7. Notices and Resolutions.
8. Unfinished Business.
9. Miscellaneous Business.

The order of business or any rule of the Board may be suspended temporarily at any meeting by a vote of two-thirds of the members present.

24. All motions and resolutions for the consideration of the Board shall be seconded, and, if required by the President, or any member of the Board, reduced to writing; and when any such motion or resolution shall have been stated by the Chair or read by the Secretary, it shall be deemed to be in the possession of the Board.

25. It shall be in order for a member at any time when the attention of the Board is not occupied with other business, to make inquiries in regard to any subject connected with the affairs of the Board, and to receive answers thereto; but he shall not be permitted to make the subject of inquiry a matter of debate, except on a motion made and seconded at an appropriate time in the order of business. Such inquiry shall in all cases be addressed to the Chair, and the reply made by him or by the member specially directed by him to reply. No member shall interrupt another in possession of the floor without his consent, nor then, except to correct a misapprehension or misrepresentation.

26. No member shall speak more than twice on the same question at any meeting, except by general consent; nor shall a member occupy the floor more than ten minutes at one time without like consent.

27. If any member, in speaking, shall transgress the rules of the Board, the President or any member may call him to order, in which case the member shall immediately resume his seat, and on the point of order being stated, the Chair shall decide the same without debate;

but such decision may be appealed from, in which case the Board shall decide.

28. When a question is under debate, no motion shall be received, except—

To adjourn,
To lie on the table,
The previous question,
To commit,
To postpone indefinitely,
To postpone to a time certain,
To amend,

which motions shall have precedence in the order named. A motion to adjourn, to lie on the table, or for the previous question shall be decided without debate.

29. The previous question may be demanded by one-third of the members present, and shall be in this form: "Shall the main question be now put?" And its effect shall be to end debate and bring the Board to a direct vote, first upon amendments, if any, and then upon the main question.

30. The yeas and nays shall be ordered on any question on demand of three members. Every member present shall vote when his name is called, if required by the President or any other member, and the names of members refusing to vote upon any resolution shall be recorded as voting in the negative.

31. No reconsideration shall be had except upon the motion of a member who voted with the majority, nor later than the second regular meeting after the original vote was taken, nor by less than sixteen votes.

32. The Board may form itself into a Committee of the Whole, which shall be governed by the rules of the

Board, so far as applicable, and a motion for the committe to rise may be made by any member at any time.

33. In other respects, the proceedings of the Board shall be conducted according to the usual rules of parliamentary law, for which rules "Cushing's Law and Practice of Legislative Assemblies" shall be accepted as authority.

AMENDMENT.

34. These rules may be amended at a regular meeting on one month's notice in writing, given at a regular meeting, by a vote of two-thirds of all the members of the Board.

Regulations.

REGULATIONS

FOR THE

GOVERNMENT OF THE SCHOOLS.

I.—SYSTEM AND GRADE.

I. ESTABLISHED.

The schools under the government of the Board shall be graded and classified as follows:

Primary,
Grammar,
High,
Normal,

which shall be open for the instruction of pupils of both sexes, to be classed separately or in mixed classes, as the Board may from time to time determine.

PRIMARY SCHOOLS.

The Primary Course shall comprise instruction in orthography, reading, language lessons, writing, arithmetic, geography, drawing, and vocal music. No pupil shall be admitted under five years of age.

Certificates of Graduation shall be presented at the close of each term to such pupils as shall merit the same.

GRAMMAR SCHOOLS.

The Grammar Course shall comprise, in addition to the instruction prescribed for the Primary Course, grammar, history, composition and declamation.

No pupil shall be admitted to a grammar school without a certificate of graduation from a primary school, or, if the applicant has not been in attendance at a primary school, upon personal examination by the principal of such grammar school; but should any primary school be insufficient to accommodate the children entitled to and applying for admission, while there is room for more pupils in the grammar department, the Commissioners of the ward may admit pupils of a lower grade into the grammar department; and should the reverse be the case, the vacancies may be filled by keeping the pupils longer in the primary school, the studies pursued determining the grade of the class.

Certificates of Graduation shall be presented at the close of the school year to such pupils as shall merit the same.

HIGH SCHOOL.

The High School shall comprise a male and a female department, and shall be under the general government of a male principal, with male assistants for the male department, and a female vice-principal, with female assistants for the female department.

The High School Course shall comprise, in addition to the instruction prescribed for the grammar course, the elements of chemistry, physiology, astronomy, algebra, book-keeping, geometry, geology, drawing, and such other branches, including the Latin, Greek, Ger-

man and French languages, and the higher mathematics, as the Board may prescribe. Attention shall also be paid to gymnastic exercises, for the development and health of the pupils. The introduction and continuance of any study prescribed shall be discretionary with the Committee on High School, in conjunction with the President and the City Superintendent.

No pupil shall be admitted under the age of eleven years, nor without a certificate of graduation from a grammar school, or, if the applicant has not been in attendance at a grammar school, upon an examination equivalent to that to which the pupils of the grammar schools are subjected for graduation. The colored schools, in their relation to the High School, as to candidates for admission thereto, shall rank as grammar schools.

Special examinations may be held, and pupils qualified for admission at that stage of the course received, at the commencement of any term. Those from the grammar schools shall have the preference.

The Committee on High School, with the City Superintendent, may at their discretion readmit pupils who may have lost their membership by absence.

Certificates of Graduation shall be presented at the close of the school year to such pupils as shall merit the same.

NORMAL SCHOOL.

A Normal School, for the training and education of teachers, shall be maintained in the Training School building, under a principal and such assistants as may be necessary. It shall be one grade, requiring one year to complete the course of study, and shall be conducted

in all respects as a model school. Pupils shall spend at least eight weeks of the Normal School year in the Training School, and, under the direction of a regular teacher, conduct class exercises, and while thus engaged shall be subject to the same direction of the principal of the Training School as his assistants.

No pupil shall be admitted without a certificate of graduation from the High School, or, if the applicant has not been in attendance at the High School, upon an examination equivalent to that to which the pupils of the High School are subjected for graduation. Non-residents, upon payment of such tuition fee as shall be established by the Board, may be admitted under the direction of the Committee on Normal School. All pupils upon entering the school will be required to sign a written declaration of intention to teach in the schools of this city, if desired.

The President of the Board shall, after the examination and on the recommendation of the Committee on Normal School and the City Superintendent, grant diplomas of graduation, which shall also be certificates of qualification to teach.

The Board shall designate one of the public schools to be used for a training or practice school for the pupils of the Normal School.

2. DISCRETIONARY.

In addition to the regular graded schools, the Board may, at its discretion, establish and maintain—

Intermediate Schools,
Evening Schools,
Industrial Schools,
Colored Schools.

INTERMEDIATE SCHOOLS.

The Intermediate Schools shall consist of the primary grades, together with the third and fourth grades grammar department, and a certificate shall be given to any graduate from such schools, which shall admit such graduates to the grammar school of the grammar school district in which he resides.

EVENING SCHOOLS.

Evening Schools shall be provided during such portion of the year as the Board may direct, for the instruction of persons unable to attend school during the day, wherein may be taught the studies prescribed for the grammar schools, with the addition of bookkeeping and mechanical drawing, at the discretion of the City Superintendent. The terms and conditions of admission shall be prescribed by the Board, but no pupil shall be admitted under twelve years of age.

INDUSTRIAL SCHOOLS.

Industrial schools shall be for the instruction of poor and destitute children in primary studies and such industrial pursuits as may be deemed expedient; but no expenditure shall be made by the Board for such schools, except for educational purposes; nor shall the Board pay more than two hundred dollars per annum on account of rent for any such school.

COLORED SCHOOLS.

The Colored Schools shall be for the especial accommodation of colored children, who shall be admitted on application to the principals, and the said schools shall

be conducted in conformity with the regulations of the Board, so far as the same are applicable.

II.—TERMS AND VACATIONS.

1. TERMS.

The school year shall commence on the second Monday in September and terminate on the Friday next preceding the fourth day of July, and be divided into three terms, ending respectively on the Friday next preceding Christmas, the Friday next preceding the the first day of April, and the Friday next preceding the fourth day of July.

2. VACATIONS.

The vacations shall be from Christmas to New Year's day, inclusive; one week which shall include the first day of April, and all legal holidays. When any holiday shall occur on Thursday, the schools shall also be closed on the following Friday. At no other time shall the schools be closed, except by resolution of the Board, or by special consent of the President and the City Superintendent.

III.—SESSIONS.

1. PRIMARY, GRAMMAR AND NORMAL SCHOOLS.

The schools shall be open during the regular terms five days in each week, from Monday to Friday, inclusive; and there shall be two sessions daily, a morning session from 9 a. m. to 12 m., with a recess of fifteen minutes near the middle of the session; and an after-

noon session from 1:30 p. m. to 3:30 p. m., with calisthenic exercises in the school-room, near the middle of the session. In the fourth grade of the primary departments, an afternoon recess of ten minutes, to be supervised by the assistants of that grade, may be given, at the discretion of the City Superintendent and the principal of the school.

2. HIGH SCHOOL AND COLORED SCHOOL.

In the High School and Colored School, at the discretion of their Committees and the City Superintendent, the noon intermission may be reduced to half an hour, and the school dismissed at 2:30 p. m.

3. INDUSTRIAL SCHOOLS.

In the Industrial Schools, at the discretion of the City Superintendent, the noon intermission may be reduced to one hour, and the school dismissed at 3 p. m.

4. SINGLE SESSIONS.

Upon extremely stormy days, the principals, with the consent of a Commissioner of the ward or the City Superintendent, may hold a continuous session of the school, closing at 1:30 p. m., and shall promptly notify the City Superintendent of such session.

5. EVENING SCHOOLS.

The Evening Schools, during their continuance, shall be open five evenings in each week, from Monday to Friday, inclusive. The sessions shall commence at 7 p. m. and close at 9:15 p. m.

IV.—OPENING AND CLOSING EXERCISES.

The morning sessions of the schools shall be opened, and the sessions of the evening schools shall be closed, with a reading of a portion of the holy scriptures, without comment, and repeating of the Lord's Prayer. Vocal music, at the discretion of the principal, may be added to these exercises, but together they shall occupy no more than fifteen minutes.

V.—PUPILS.

1. ADMISSION.

(*a*) *Sanitary Condition.*—Previous successful vaccination, or other protection against small-pox, shall be a condition of admission to any school; and teachers and pupils residing in a house where infectious or contagious disease exists, shall be immediately suspended from school and readmitted only on a certificate of a physician and the "permit" of a Commissioner of the ward, or a member of the Committee on Sanitary Regulations.

(*b*) *Personal.*—No pupil shall be admitted into any school or received in any class unless personally clean; nor shall any child notoriously vicious, or having such previous record in school as warrants his exclusion, be admitted to any school.

2. ATTENDANCE AND PERMITS.

All children shall attend the schools of the district in which they reside, unless for special reasons a Commissioner of the ward in which such school is located shall give a written "permit" to attend elsewhere, which

"permit" shall also receive the written approval of a Commissioner of the ward in which the school such child desires to enter is located. All "permits" shall be kept on file in the office of the principal, for the inspection of the City Superintendent and the Commissioners, until the close of the school year, and no "permit" shall extend beyond the school year.

Children in the first grade in any grammar school removing from a district may complete their course in the school which they have been attending, without special permission, unless their places are required for the accommodation of children residing in such district.

3, RECEPTION AND CLASSIFICATION.

Every pupil, on entering school, shall be assigned to a class of the grade which examination shall show him or her prepared to enter.

No greater number of pupils shall be assigned to any class-room than there are regular seats in such class-room.

No grammar class shall have less than forty pupils, except the first grade, where the minimum shall be thirty.

4. EXCLUSION FOR TARDINESS.

No pupil shall enter the school later than fifteen minutes after the hour of commencement, excepting in the evening schools, where they shall be admitted until 7:30 P. M.

5. ABSENTEES.

(*a*) *Notification of Parents.*—When any pupil shall have been absent from school two consecutive days, the

principal or class teacher shall personally inform the parents or guardian of the fact, unless the principal has satisfactory information that the parent has knowledge of such absence.

(*b*) *Suspension.*—Any pupil who shall have been absent ten days (or evenings in the evening schools), during the term, may be suspended from school during the remainder of the term, unless it shall be shown, to the satisfaction of the principal, that the pupil has been sick, or has been detained by sickness in his or her family.

6. INSTRUCTION.

(*a*) *School-room.*—The course of study and the methods of teaching shall be as prescribed by the Board in the published Manual of Instruction, with such variations therefrom as the City Superintendent may in his discretion order in any school or class.

(*b*) *Preparation of lessons out of school.*—No pupil of a grade lower than the third grammar shall be required to prepare any lesson out of school.

No pupil of the third grammar or any higher grade shall be required to prepare more than one lesson out of school; nor shall any pupil take any book or slate from a school building except for such preparation.

7. DISCIPLINE.

(*a*) *Detention.*—Pupils deficient in lessons, disorderly, or tardy, may be detained, not to exceed one hour, after the dismission of school in the afternoon, under the personal supervision of their respective teachers; but no pupil shall be deprived of recess or noon intermission.

(*b*) *Corporal punishment.*—Corporal punishment may by inflicted for willful insubordination, by the principal alone, who shall keep a record of each instance of such punishment, with a statement of the offense, which record shall be at all times accessible to the City Superintendent or any member of the Board.

(*c*) *Suspension.*—Principals shall have power to suspend for gross offenses, but every suspension shall be reported without delay to the Commissioners of the ward in which the school is located, and also (except in case of permits) to the Commissioners of the ward of which the pupil is a resident, who shall investigate the facts, and confirm or annul the suspension. Suspension from the High School, Colored School or evening schools shall be reported without delay to the standing committees on such schools respectively, who shall investigate the facts and confirm or annul the suspension.

8. RECORDS.

Records of attendance, scholarship and deportment, shall be kept, in all the schools in the class-rooms, in a manner prescribed by the Board, which shall be uniform in all schools of the same grade.

9. CERTIFICATES.

Monthly certificates of merit shall be awarded to pupils in the primary and grammar schools whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

10. TESTIMONIALS.

Testimonials for distinguished merit shall be awarded annually, in all the schools, to pupils whose attendance,

punctuality, scholarship and deportment shall entitle them to the same.

11. BASIS AND ALLOWANCES.

The percentages and other requisites to obtain certificates or testimonials shall be fixed by the Board, and communicated to teachers by the City Superintendent in "Instructions," to be furnished by him to principals. For any extremely stormy or inclement day, the President of the Board and City Superintendent may order marks for absence to be canceled in all the schools, which orders shall be published in two of the newspapers of the city, on the Saturday next succeeding the making of the same.

12. EXAMINATIONS.

(*a*) *Term.*—Examinations shall be held at least twice in each year, under the direction of the Committee on Text-books, Course of Study and Examinations, with the City Superintendent.

(*b*) *Annual.*—An examination for promotion and graduation shall be held in all the schools during the month of June in each year, under the direction of the Committee on Course of Study and Examinations, with the City Superintendent; and all the grades, from the first primary to the first grammar, inclusive, shall be examined in the same manner, and under uniform regulations. In conducting and ascertaining the results of any examination, the City Superintendent may require the aid of such teachers as may be needed.

18. BOOKS AND STATIONERY.

(*a*) *Supply.*—Books, stationery, and other articles needed in the school-room shall be furnished without

cost to pupils, but articles destroyed or damaged must be replaced.

(*b*) *Damages.*—Any injury by a pupil to books or school articles, or to the furniture or building, shall be paid for by the parent or guardian, in accordance with a bill to be rendered by the principal. In case payment be refused, the pupil shall be suspended, as provided in subdivision "c," under head of "Discipline."

VI.—TEACHERS.

1. RANK AND DESIGNATION.

The Teachers shall rank, and in all records and schedules of the Board be designated, as—

Principals,
Vice-Principals,
Head Assistants,
Assistants.

2. RELATIONS AND DUTIES.

PRINCIPALS.

(*a*) *Reports.*—Principals shall be immediately responsible to the City Superintendent, to whom they shall make the reports prescribed in these regulations, or which may be required by him from time to time for his information, and shall meet with him for conference as often as he may deem necessary.

They shall see that the school registers are kept carefully and accurately, make requisitions for all school supplies, which requisitions shall be approved by the City Superintendent, and keep in their offices for inspection such records and files, and make such reports

and returns to the Secretary of the Board as are prescribed in these regulations or may be required by the Board.

(*b*) *Authority.*—Principals shall have charge and control of their schools, school buildings and property; the reception and classification of pupils and their instruction and discipline; and shall, when not in charge of regular classes, teach an average of two hours each day.

They shall have the direction and control of vice-principals and assistants in the management of their departments and classes, and may require them to remain after school hours, not to exceed once in each week, for instruction and conference.

They shall personally direct the janitors in the performance of their duties as the same may be prescribed, and report any neglect thereof to the committee.

(*c*) *Care of property.*—They shall have personal care of all school property, books and apparatus, protect the same so far as possible from mutilation and injury, render the bills and enforce the collections and penalties prescribed by the Board for the same, render account and make return annually of the sums collected pursuant thereto.

They shall remain in the city during the last week of the summer vacation and personally supervise the cleaning and preparation of the school-houses and class-rooms, and see that the same, and the furniture and apparatus, are in all respects arranged and in order before the opening of the new session.

(*d*) *Reception of Visitors.*—They shall receive all visitors and afford them proper accommodation and facilities for seeing school work, but with such limitations

as shall prevent annoyance or interruption to teachers of classes.

They shall not permit any person to visit the school for the purpose of commending or exhibiting any book or other article, nor shall they distribute circulars, tickets or advertisements, or give notice to the pupils under their charge of any exhibition or business, or permit the same to be done on the school premises.

VICE-PRINCIPALS.

Vice-Principals shall have general charge of the floor or department with which they are connected, and shall transmit in detail to the assistants of their grade all directions of the principals.

In the absence of the principal, the vice-principal of the highest grade, or should there be no vice-principal, the senior assistant of the highest grade, shall assume his station and duties.

Every vice-principal shall also have charge of a regular class of the highest grade of her department, and conduct and make the reports concerning the same prescribed in the regulations for assistants.

ASSISTANTS.

Assistants shall, under the direction of the principal, personally instruct the pupils assigned to them in accordance with the Manual of Instruction; keep records of attendance, scholarship and deportment; have charge of the school-room property, and protect them from injury or mutilation as far as possible, and report any injuries to the same; enforce order and discipline in their classes, so far as possible, without appeal to the principal, and render to him such assist-

ance in the halls, courts and yards pertaining to the school buildings, at the opening, recess, intermission and dismission, as he may deem necessary.

3. APPEAL.

In case of dispute or question as to the propriety of duties which vice-principals or assistants may be called upon by principals to perform, appeal may be made to the City Superintendent, which appeal shall be in writing.

4. ATTENDANCE.

(*a*) *Hours.*—All teachers shall be in attendance at their stations or class-rooms, and prepared for duty fifteen minutes before the opening of the school sessions, and the school hours shall be devoted to the interests of the Board, to the exclusion of any other employment, study or pursuit.

(*b*) *Register.*—Principals shall keep an accurate register of the attendance, absence and tardiness of all the teachers of their schools, and the time lost thereby in each instance, and report the same annually to the City Superintendent; the absences under the heads "with permission" and "without permission," the tardiness under the heads "excused" and "not excused." Teachers shall mark their time according to the school clock, as regulated by the principal.

(*c*) *Tardiness.*—As often as the "unexcused" tardy marks of any teacher shall amount to five, principals shall make special report of the same to the City Superintendent.

(*d*) *Visiting for instruction.*—Teachers may visit schools other than their own, during school hours,

whenever the City Superintendent shall permit or direct such visitation for the instruction of the teacher, and shall make report of the same to the principal.

5. SALARIES.

(*a*) *Schedules.*—The salaries of all teachers shall be in accordance with the schedules that may be prescribed by the Board, which schedules shall provide for an annual increase through a term of years to a maximum. No schedule shall be changed except at the commencement of the school year.

(*b*) *Increase.*—The annual increase in teachers' salaries shall be determined by the date of original appointment. Promotions of assistant teachers shall be regarded as new appointments, provided that no promotion shall work a decrease or prevent the increase of salary by reason of term of service.

(*c*) *Payments and deductions.*—Salaries shall be paid monthly, beginning with the month of September and ending with June, making ten payments each year. The salary of any teacher entering or leaving the employ of the Board between any two payments shall be in proportion to the salary for that period which the number of days of actual service bears to the whole number of school days in such period, and all deductions from salaries on account of absence shall be upon the same basis.

(*d*) *Absences.*—Teachers absent on account of sickness (whenever such absence does not exceed five days in any one month), shall forfeit the pay of their substitutes. If the time of such absence exceeds five days in any one month, the salaries of such teachers shall be

deducted for the time, and the Secretary shall pay the substitute as required.

(*e*) *Forfeiture.*—Teachers absent from school duty, except on account of sickness, shall forfeit their salary during absence; five tardy marks "unexcused" shall count as one-half day's absence, and a corresponding deduction be made at the next payment.

(*f*) *Relief.*—Appeal for relief from any such forfeiture or loss may be made to the Committee on Teachers, who may, at their discretion, relieve therefrom.

(*g*) *Engagements.*—All engagements of teachers shall be made with reference to the "school year." No teacher shall be connected with any organization or engage in any business which, in the opinion of the Board, may interfere with the proper discharge of the duties prescribed by these regulations.

(*h*) *Resignations.*—Teachers shall give one month's notice of intention to resign. In default of the same, they shall forfeit one month's salary.

6. SUBSTITUTES.

(*a*) *Appointment.*—Teachers detained from school shall immediately notify the principal, who shall, when such absence exceeds one day, notify the City Superintendent, who may appoint substitutes to discharge their duties during such absence.

(*b*) *Pay.*—The pay of substitutes shall be, in the High School, $1.50 per day; in the grammar classes, $1.25; and in the primary classes, $1.00 per day for females; for males in either school, $3.00 per day, and in the evening schools, $1.00 per session for both males and females.

VII.—TEACHERS' INSTITUTE.

A Teachers' Institute shall be held at the High School building, on the third Saturday of September, January and April, at which the principals and assistants of the primary schools shall attend.

Also, a Teachers' Institute shall be held at same place on the third Saturday of October, February and May, at which the principals of the Normal, High and grammar schools, and the vice-principals and assistants of the same schools shall attend.

Sessions shall commence at 9 a. m., and close at 12 m.

The Institute shall be under the personal direction of the City Superintendent, who shall keep a record of the attendance and report the same to the Board.

VIII.—BUILDINGS.

1. USE.

The school houses shall be used for no other purposes than such as are immediately connected with the system of public instruction, and during the school hours mentioned in these regulations, unless by special permission of the Board.

2. INSURANCE.

The buildings, furniture, libraries and school apparatus shall be kept insured for such amounts as the President may deem reasonable or the Board may direct.

3. CARE.

All school buildings shall be opened and closed by and in the care of janitors. They shall perform such

duties as the Committee on Heating shall direct, and their compensation therefor shall be as the Board may prescribe.

IX.—SCHOOL DISTRICTS.

The schools shall be designated by the names of the streets on which they are located. Their school districts shall be as follows:

The Burnet Street grammar school district shall be the First Ward, that portion of the Fifteenth Ward north of Sussex avenue and east of Boyden street, and that portion of the Second Ward north of the Morris canal.

The Burnet Street primary school district shall be that portion of the First Ward south of the Morris and Essex railroad (except that portion south of Lombardy street, continuing said line of Lombardy street to the river, and east of Broad street), and that portion of the Fifteenth Ward north of Sussex avenue, east of Boyden street and south of the Morris and Essex railroad.

The State Street primary school district shall comprise those portions of the First and Fifteenth Wards north of the Morris and Essex railroad, and that portion of the Eighth Ward east of Chatham street and south of Seventh avenue to High street, thence south on High to Clay street, thence down Clay street to the river.

The Market Street primary school district shall be the Second Ward.

The Washington Street grammar school district shall be the Third Ward, and that portion of the Second Ward south of Market street.

The Washington Street primary school district shall be the Third Ward.

The Lawrence Street grammar school district shall be the Fourth Ward, and that portion of the Second Ward north of Market street and south of the Morris canal.

The Lawrence Street primary school district shall be the Fourth Ward, and that portion of the First Ward lying south of Lombardy street, and continuing said line of Lombardy street to the river and east of Broad street.

The Lafayette Street grammar and primary school districts shall be the Fifth Ward, and that portion of the Twelfth Ward west of Jackson street.

The Newton Street grammar school district shall be the Sixth Ward.

The Newton Street primary school district shall be all that portion of the Sixth Ward east of Hunterdon street, except that portion assigned to Wickliffe Street school.

The Camden Street primary school district shall be that portion of the Sixth Ward lying between South Sixth street and Hunterdon street, and that portion of the Thirteenth Ward lying west of Hunterdon, north of Rose street and extending to the easterly boundary of South Tenth Street school.

The South Tenth Street primary school district shall be all of that portion of the Sixth Ward west of South Sixth street, and that portion of the Thirteenth west of an imaginary line drawn from the junction of Waverly avenue and Springfield avenue to the head of Brenner street, thence following line of Woodland Cemetery to South Tenth street, thence south to ward line.

The Wickliffe Street primary school district shall be

that portion of the Seventh Ward south of Warren street and east of Wallace place and Hudson street, and that portion of the Sixth Ward east of Boston street north of South Orange avenue.

The Summer Avenue grammar school district for first and second grades shall be all of the Eighth Ward, and for third and fourth grades that portion of the Eighth Ward lying north of a line through centre of Gouverneur street from the river to Belleville avenue, thence to Crittenden street, thence to end of said street and in a direct line to junction of Summer and Bloomfield avenues, thence on Bloomfield avenue to Fourth avenue, thence to ward line.

The Summer Avenue primary school district shall be that portion of the Eighth Ward lying south of Abington avenue and Gully road to the river and north of Bloomfield avenue from ward line to junction of Summer avenue; thence, in a direct line to end of Crittenden street, thence on said street to Belleville avenue, thence to Gouverneur street, thence to the river.

The Webster Street intermediate (third and fourth grades grammar department) school district shall be that portion of the Eighth Ward lying south of central line of Gouverneur street to Belleville avenue, thence to Crittenden street, thence to end of said street and in a direct line to junction of Summer and Bloomfield avenues, thence on Bloomfield avenue to Fourth avenue, thence to ward line.

The Webster Street primary school district shall be the same as the Webster Street intermediate school district (except those portions of the ward assigned to the State Street and North Seventh Street primary school districts.)

The Elliot Street primary school district shall be that portion of the Eighth Ward east of the Morris canal and north of Abington avenue and Gully road to the river.

The Chestnut Street grammar school district shall comprise the Ninth and Fourteenth Wards.

The Chestnut Street primary school district shall comprise that portion of the Ninth Ward north of Thomas street, including the north side of Thomas street.

The Oliver Street grammar school district shall be the Tenth Ward.

The Oliver Street primary school district shall be the Tenth Ward (except those portions assigned to the South, Walnut and Houston street schools).

The South Street primary school district shall include all that part of the Tenth Ward south of the centre of Johnson street, east to Pacific street, thence east in a direct line to Sandford street.

The Walnut Street primary school district shall be that portion of the Tenth Ward south of Elm street and bounded by Sandford, Oliver, Jefferson, Warwick, Pacific and Garden streets and Railroad avenue.

The Houston Street primary school district shall be that portion of the Tenth Ward east of Sandford street.

The South Eighth Street grammar school district shall be the Eleventh Ward.

The South Eighth street primary school district shall be that portion of the Eleventh Ward lying south of the central line of Dickerson street and Ninth avenue.

The Roseville Avenue primary school district shall be that portion of the Eleventh Ward lying between the central line of Dickerson street and Ninth avenue and the Newark and Bloomfield railroad.

The North Seventh Street primary school district shall be that portion of the Eleventh Ward lying north of the Newark and Bloomfield railroad, and that portion of the Eighth Ward lying west of central line of Parker street and south of central line of Abington avenue and west of Morris canal.

The South Market Street grammar school district shall be that portion of the Twelfth Ward lying east of Jackson street.

The South Market Street primary school district shall be that portion of the Twelfth Ward easterly from a line running through Ferguson street southerly from the river to South Market street, thence to Frederick street, thence to Westcott street, thence to Darcy street, thence to Hamburg place and ward line.

The Hamburg Place intermediate and primary school districts shall be that portion of the Twelfth Ward between the centre of Jackson street and the westerly boundaries of the South Market Street primary school district.

The Morton Street grammar school district and the Eighteenth Avenue intermediate school district shall be the Thirteenth Ward.

The Morton Street primary school district shall be that portion of the Thirteenth Ward described as follows: Commencing at High street, corner West Kinney street, thence west to Belmont avenue, thence north to Springfield avenue, thence east to High street, thence south to West Kinney street.

The Eighteenth Avenue primary school district shall be that portion of the Thirteenth Ward bounded by South Tenth street, Springfield avenue, Belmont ave-

nue, Montgomery street, Charlton street, Avon avenue and Ward line.

The Monmouth Street primary school district shall be that portion of the Thirteenth Ward described as follows: Commencing at High street, corner West Kinney, thence west to Charlton street, thence south to ward line, thence east to High street, thence north to West Kinney street.

The Miller Street primary school district shall be the Fourteenth Ward and that portion of the Ninth Ward south of Thomas street, including the south side of Thomas street.

The Central Avenue grammar school district shall comprise the Seventh Ward and that portion of the Fifteenth Ward not assigned to the Burnet Street school district.

The Central Avenue primary school district shall comprise that portion of the Fifteenth Ward south of the Morris and Essex railroad, west of Boyden street and south of Sussex avenue; that portion of the Seventh Ward north of Warren street and west of Wallace place and Hudson street; and that portion of the Seventh Ward east of Morris avenue, north of Bank street and south of the Morris canal.

X.—MISCELLANEOUS.

I. CONSTRUCTION.

In the construction of these regulations, the word "teacher," in whatsoever relation the same may occur, shall be held and deemed to apply alike to principals, vice-principals, head assistants and assistants.

2. PUBLICATION.

Schedules of Salaries, the Manual of Instruction, the Registers, the Records and "Instructions" for keeping the same, mentioned in these regulations, and all other orders or directions of a uniform and general character for the guidance of employees or agents of the Board shall be prescribed, adopted and tabulated by the Board, filed in their office for inspection, and except the registers and records, published with and as part of the Annual Report.

3. AMENDMENT.

These regulations may be amended at a regular meeting, on one month's notice in writing, given at a regular meeting, by a vote of sixteen members. All supplements and amendments shall be adjusted to, and from time to time incorporated and published with these regulations under appropriate titles and subdivisions.

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